

RECORDED  
MAY 191921

# THE SIERRA EDUCATIONAL NEWS

Federal Interest in Education

The Lower High School

Out of the Sample Case

A Problem in Vocational  
Guidance

Council of Education Meeting

Interesting Advertising Section

## A Page of Helpful Hints

Chicago, May 1, 1921.

*To the Domestic Science Teachers of the Nation:*

Experience with all its failures is always a good teacher. But this page of "Helpful Hints" will help you to avoid some of the sad mistakes that even Mother made:

**Milk**—Before heating milk rinse out the saucepan with a little hot water (never boil milk, it toughens food materials); it will prevent the milk sticking to the bottom of the pan. A pinch of soda stirred into milk that is to be boiled will keep it from curdling.

**Cereals**—Cereals should be emptied in their proper receptacles of tin or glass and closely covered to prevent insects getting in. Coffee should go immediately into an air-tight canister in order to keep its aroma. Olive oil should be put in a cool, dark place, and salt, baking powder, soap and cheese in dry places.

If one has difficulty in making pie crust light and flaky, add one-half teaspoon of "Calumet" to three cups of flour.

**Meat**—Tough meat may be made tender by pounding, slow cooking or laying it a few minutes in vinegar water.

**Mashed Potatoes** or any vegetable are made light and fluffy by adding one-half teaspoon of "Calumet" to three cups of mashed vegetable.

**Tumblers** that have been used for milk should not be put into hot water until they have first been rinsed in cold water. The heat dries the milk in and gives a cloudy appearance to the glass, which cannot be removed.

**Removing cake from pan**—If your cake sticks to the pan and threatens to break to pieces when you take it out, turn the pan upside down and lay on the bottom of it a cloth wrung out of water. After about five minutes the cake can be removed without crumbling to pieces.

If soot falls upon the carpet or rug, do not attempt to sweep until it has been covered thickly with dry salt. It can then be swept up properly and not a stain or smear will be left.

**Teapots** that are made of metal, if unused for some time, will often give a musty flavor to the tea when next used. This may be prevented by placing a lump of sugar in the teapot before putting it away.

**To protect carpets from Moths**—Apply gasoline freely to the carpet by means of a sponge, brush, atomizer or sprinkler.

**To Clean Marble**—Mix 2 ounces of common soda, 1 ounce of pumice stone and 1 ounce of fine common salt, and dilute with water to the consistency of cream. Pour the mixture over the marble and let stand until all stains are removed. Afterwards wash the marble with salt and water, rinse, and wipe dry.

**Do not wash oilcloths or linoleum** in hot soap suds. Wash them with tepid water and wipe with a cloth dampened in equal parts of cold water and milk.

If you would always have successful baking—use always Calumet Baking Powder, for it is always uniform and always to be depended upon.

**Salt**—To keep salt so that it can be easily shaken from the cruet, mix 1 teaspoon of cornstarch with each cup of salt. This will prove effectual.

**To keep starch from sticking** add a drop or two of kerosene or a little lard to a small basin of starch and let come to a boil.

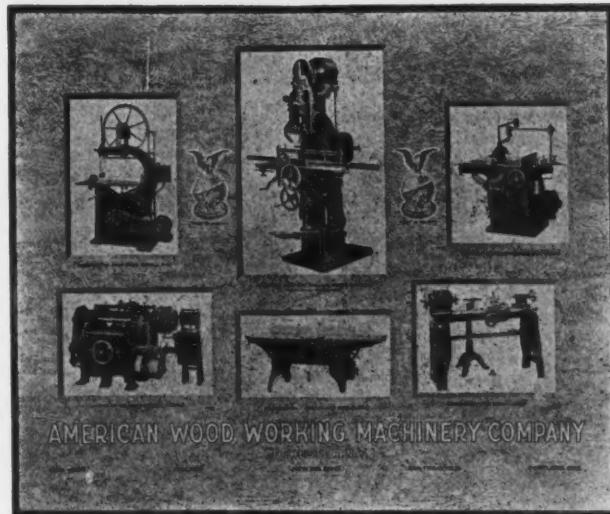
A clean easy way to wash the silverware is to put it in a wire draining basket, having a handle. Then immerse it in a pan of scalding hot suds and scrub the silver with a hand mop. When washed, lift the basket from the pan and place it in the sink. Pour a kettle of boiling water over it and let drain. Very little labor is required to dry it with a soft cloth.

Yours for Profiting by Others' Experience.

**CALUMET BAKING POWDER COMPANY,**

4100 Fillmore Street, Chicago, Illinois.

**FREE—A Composite Picture of  
American Wood Working Machines  
In Color for Framing**



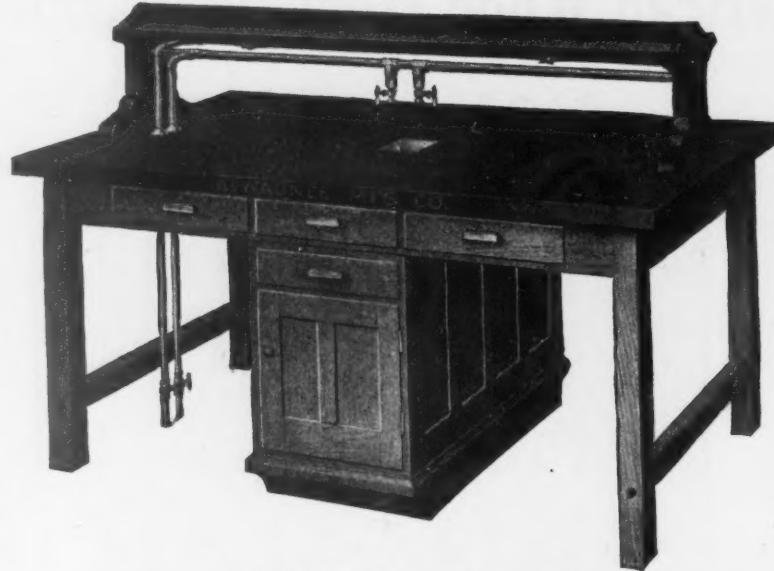
Actual Size 20 in. x 24 in.

Makes a fine picture to hang on the walls of your workshop  
Your boys can make a frame for it as a  
part of their work

*Let us send you one*

**American Wood Working Machinery Co.**  
Rochester, N. Y.

## For the Small School As Well as the Largest



**Students' Chemistry Table No. 890**

Designed for the small school chemistry laboratory. Eight students may use it, working in sections of four each.

## Kewaunee Laboratory Furniture

adapts itself ideally to the needs of the small school, requiring perhaps only one or two desks, as well as it does to the great university, and we have many satisfied users in both classes.

We are particularly interested in hearing from Principals and Teachers who feel the need of limited equipment for the teaching of Physics, Chemistry, Biology, Zoology, Domestic Science and Art, Manual Training, Electricity and Physiography.

Our experience in helping thousands of Instructors decide what to start with, and how to economically and efficiently increase their equipment, is at your disposal.

For complete information address the factory at Kewaunee.

**Kewaunee Mfg. Co.**  
LABORATORY FURNITURE EXPERTS

116 Lincoln St., Kewaunee, Wis.

BRAUN CORPORATION

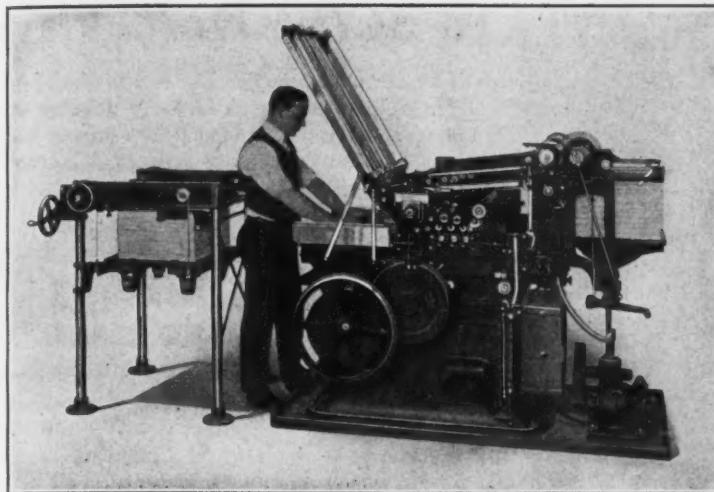
PACIFIC SALES DIVISION

363-371 New High St., Los Angeles, Calif.

BRANCH OFFICES:

Chicago New York Dallas Little Rock Kansas City Spokane Denver Jackson  
Minneapolis Oklahoma City Alexandria, La. Atlanta Columbus Toronto, Can.

Say you saw it in the Sierra Educational News



*The Kelly Automatic Press with Extension Delivery  
(The Kelly Press is sold with or without Extension Delivery)*

## Presswork

*on Kelly Automatic and Cylinder Presses is included  
in the Advanced Printing Courses*

KELLY automatic and cylinder presswork is the next advanced step in the technical sequence of printing which comes after platen presswork. This advanced course permits of producing larger and more difficult pieces of printed matter, such as books and color printing.

Several leading technical high and vocational schools provide instruction on Kelly Presses, and the services of their graduates are in demand by commercial printshops.

Specimens of school printing done on Kelly Presses sent on request.

Write to-day.

F. K. PHILLIPS, *Manager, EDUCATION DEPARTMENT*

AMERICAN TYPE FOUNDERS COMPANY

JERSEY CITY, NEW JERSEY

BOSTON, MASS.  
NEW YORK CITY  
PHILADELPHIA, PA.  
BALTIMORE, MD.  
RICHMOND, VA.  
LOS ANGELES, CAL.

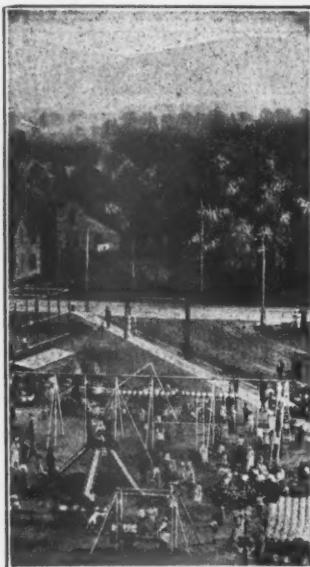
BUFFALO, N. Y.  
PITTSBURGH, PA.  
CLEVELAND, OHIO  
CINCINNATI, OHIO  
ATLANTA, GA.  
NEW YORK CITY

CHICAGO, ILL.  
DETROIT, MICH.  
ST. LOUIS, MO.  
MILWAUKEE, WIS.  
MINNEAPOLIS, MINN.  
WINNIPEG, CANADA

KANSAS CITY, MO.  
DENVER, COLO.  
PORTLAND, ORE.  
SAN FRANCISCO, CAL.  
SPOKANE, WASH.



Say you saw it in the Sierra Educational News



Section of a typical playground, fitted with MEDART Playground Equipment, located and installed with the assistance of our Engineering Department. No matter what the size of your appropriation, MEDART engineers are always glad to give you intelligent advice on any playground problem.

## Every School Should Have a *SCIENTIFIC* Playground

The scientific playground is a necessity to every school — it helps growing children to develop the qualities of body and mind that lead to the greater successes of later life. Not only that, but *scientific* playgrounds, properly planned and equipped, make the teacher's work far easier and more fruitful.

**MEDART**  
PLAYGROUND EQUIPMENT

Built on the results of fifty years' experience by pioneers in the playground movement, and the leaders in perfecting playground equipment rightly fitted to train growing children. Get Catalog "L," really a textbook on playground planning and equipment. Tell us your problems and get the advice of our Engineering Department, without cost or obligation.

**Fred Medart Mfg. Co., St. Louis, Mo.**  
Western Office: Rialto Bldg., San Francisco



## The Sheldon

Manual Training  
Domestic Science  
and  
Laboratory Equipment  
Will give a lifetime  
of  
Continuous Satisfactory Service  
Write for catalogs  
and prices

## C. F. Weber & Company

985 Market St.,  
San Francisco

222-224 So. Los Angeles St.,  
Los Angeles

524 West Washington St.,  
Phoenix, Ariz.

Say you saw it in the Sierra Educational News

**TEACHERS, PRINCIPALS, SUPERINTENDENTS! COME TO HEADQUARTERS**  
 WRITE TODAY FOR "THE ROAD TO GOOD POSITIONS" AND ENROLLMENT CARD  
 UNEXCELLED SERVICE—FREE ENROLLMENT in All Offices



JOHN C. EPPERSON, Mgr.  
 636 Chamber of Commerce  
 Los Angeles, Calif.

Home Office  
 U. S. Nat. Bank Bldg., Denver Colo.

OTHER OFFICES:

PORLAND, ORE. MINNEAPOLIS, MINN.  
 North W. Bank Building Lumber Exchange  
 KANSAS CITY, MO. CHICAGO

**LARGEST TEACHERS' AGENCY IN THE WEST**



**SPECIALISTS'**  
 EDUCATIONAL BUREAU

TEACHERS WANTED—College Graduates only, except  
 in vocational fields. No elementary school positions. Fill the better  
 places only. All States. Get details.

BERKELEY, CALIF. — — ODEON BLDG., ST. LOUIS, MO.

## THE FISK TEACHERS' AGENCY

2161 Shattuck Ave.  
 Berkeley, California

WE SPECIALIZE IN THE PROMOTION OF TEACHERS FROM SMALL TO LARGE SCHOOLS.  
 Registration Free. Experienced and Successful Teachers Constantly in Demand.  
 Other Fisk Offices: Boston, New York, Pittsburgh, Memphis, Birmingham, Chicago, Denver, Portland, Los Angeles. Send to any office for registration forms and circulars.

## Coddington Teachers Agency

533 Citizens National Bank Bldg.

Fifteenth  
 Year

Los Angeles, Cal.

Send for  
 registration blank

## BOYNTON-ESTERLY TEACHERS' AGENCY

Longest, largest, best service on the Pacific Coast

SAN FRANCISCO  
 717 Market Street  
 Phone Kearny 5959

BERKELEY

Esterly residence, 1421 Walnut Street  
 Phone Berkeley 5911 J

LOS ANGELES  
 517 Brockman Bldg.  
 Phone Broadway 1919

THE  
 WEST  
 NEEDS  
 TEACHERS

### CLINE TEACHERS' AGENCY

SAN DIEGO, CAL.	BOISE, IDAHO
Wynne S. Staley, Mgr.	George F. Gorow, Mgr.
326 Owl Building	CHICAGO, ILLINOIS
THE WEST IS OFFERING THE HIGHEST SALARIES	
EVER PAID TEACHERS.	
Enroll Free	

COLUMBIA, MISSOURI

Arthur B. Cline, Mgr.

## FREE REGISTRATION CLARK Teachers Agency

EVERY Office WORKS for EVERY Registrant—No Advance Fee—We Take the Risk

CHICAGO  
 64 East Van Buren Street  
 KANSAS CITY, MO.  
 N. Y. Life Building

NEW YORK  
 Flatiron Building  
 MINNEAPOLIS, MINN.  
 Globe Building

BALTIMORE, MD.  
 110-112 E. Lexington Street  
 SPOKANE, WASH.  
 Chamber of Commerce Bldg.

LOS ANGELES, CAL., California Bldg.

# ROWE SUMMER SCHOOL

*for*

## Teachers of Commercial Subjects

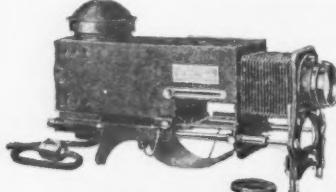
- ¶ The Summer School for commercial teachers will open on Monday, June 20.
- ¶ Classes in the subject matter and methods of teaching all commercial subjects.
- ¶ A faculty of specialists in Commercial Education.
- ¶ Increase your efficiency and prepare for a better position by spending six weeks of your vacation at The Rowe School.

*Write today for detailed information*

## THE ROWE SCHOOL

MONADNOCK BUILDING 681 MARKET ST. SAN FRANCISCO

### VISUAL INSTRUCTION



**"The only real stereopticon advance in 25 years"**

Does away with the old cumbersome, antiquated lantern-slide holder

#### SPENCER DELINEASCOPE

FOR

#### PROJECTION OF LANTERN SLIDES

Equipped with Spencer transposer for handling the slides, pronounced "the nearest equal to the double dissolver ever attained in a single stereopticon." Mazda bulb illuminant attachable to any 110 volt house circuit. **Catalog**

**Free—Prompt Delivery.**

#### SPENCER LENS COMPANY

Manufacturers of Microscopes, Microtomes, Delinea-

scopes,

Dissecting In- struments, Photo-

Lenses, Op-

tional Glass, etc.

BUFFALO

New York



C. C. O'Laughlin, 2814 College Avenue, Berkeley, Cal., Western Representative



**When Overwork Pulls You Down**  
and the nervous system has been reduced below normal, a teaspoonful of

### Horsford's Acid Phosphate

In a glass of water is a pleasant, refreshing and invigorating tonic. The phosphates vital to health, taken in this pleasant and easily assimilated form, assist to repair the waste which the nervous system has suffered. New vitality is created; force, energy and health promoted. Non-alcoholic, and free from habit-forming drugs.

**Sold by Druggists.**

Rumford Chemical Works, Providence, R. I.

I-48 5-18

Say you saw it in the Sierra Educational News

# THE SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association

Published Monthly by the California Council of Education

Editorial and Business Offices, Flood Building, San Francisco

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council....Managing Editor  
RICHARD G. BOONE, Professor of Education, University of California.....Associate Editor

## Advisory Editorial Board:

A. H. Mabley, San Luis Obispo Miss Ruth Smart, Long Beach  
Miss Ella G. McClerry, Sacramento P. F. Valentine, Fresno  
Miss May C. Wade, Berkeley

JAMES A. BARR ..... Advertising Manager  
MABEL BOGESS ..... Circulation Manager

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under  
Act of Congress, March 3, 1879.

Subscription, \$2.00 per Year

20 Cents per Copy

VOL. XVII

MAY, 1921

No. 5

## CONTENTS

### Editorial:

Federal Interest in Education.....	224
Important .....	225
The Lower High School.....	225
Legislation to Date.....	226
Out of the Sample Case. <i>Luther Hardaway</i> .....	227

### The Problem of Vocational Guidance in Relation to English.

..... <i>Margaret M. Pfefferle</i>	232
Summary of Junior United States of Melrose School. <i>Paul Martin</i> .....	233
The Problem of the Text Book. <i>Ina K. Dillon</i> .....	235
The Teacher's Boarding Place.....	235

### California Council of Education:

Report of the President. <i>E. Morris Cox</i> .....	236
Report on Sierra Educational News. <i>Mabel Boggess</i> .....	238
Report of Committee on Teacher Training. <i>A. J. Cloud, Chairman</i> .....	240
Report of Auditor. <i>C. C. Stachling</i> .....	241
Statement of Revenue and Expenses. <i>Arthur H. Chamberlain</i> .....	242
Meeting of Board of Directors.....	244
Annual Meeting, Council of Education.....	244
Meeting of the New Board of Directors.....	246
Educational Literature .....	247
Notes and Comment .....	249



# EDITORIAL



IT should be a cherished interest of the teachers, school executives and all public-spirited citizens, that so much organized lay effort is being expended upon a consideration of public educational problems. Among **FEDERAL INTEREST IN EDUCATION** all of these movements, is that being pressed by the National Economic League, a strictly non-partisan organization, including systematic questionnaire and other means of investigation, and the dissemination of the information gathered. The entire membership, as well as a special committee appointed to study the matter, was canvassed as to individual convictions upon certain current tendencies on problems in education, among which was one upon the creation of a Federal Department of Education. It was disclosed that 70 per cent of the League membership, and 90 per cent of the committee, favored such organization of federal interest in education; that the culturing and efficient training of the youth of both sexes and all conditions should be furthered by any assistance—financial or advisory—the general government can render the States. This is a significant showing.

**THE** public is being widely circularized by the League with arguments both for and against the creation of such a cabinet position: a department of the general government that shall have such stimulating oversight as other advisory officers to the President are intended to exercise in their respective spheres. Naturally there is not yet universal agreement as to

the wisdom of such a provision. Extreme advocates of the local control of education protest against the supposed dangers incident to this participation of the general government in State schooling. It is denounced as "a Prussian idea," and that the plan contemplates "the federal government taking over the control and direction of the educational processes of the country"; that it means "the concentration of educational supervision in the national capital." All of which is far removed from any conception of the advocates of such a government office. It could not levy taxes, or appoint teachers, or license teachers, or adopt text-books, or determine courses of study, or fix salaries, or standardize equipments, or prescribe methods, or control local supervision. In all this the "Prussian Idea" seems wholly wanting. On the other hand it could, by its money contributions, assist in equalizing the opportunities of schooling in States and localities inequitably situated with property or educational sentiment. It could, by conferences and the formulation of concordant ideals among State and local school officers tend to make a body of consistent educational doctrine and the incident school practice that should be representative of local leaders, and all the purposes and insights of every section of our country and of its varying needs. There is no more reason to suppose that a department of education would control the local management and organization of schools, its buildings, equipment and teaching than that the Department of Agriculture undertake to dictate rotation of crops or the kind of farm implements; or the Secretary of the Treasury decide local investments and

industries; or the Secretary of the Interior control private holdings. "Any policies that such conferences might adopt affecting State and local education could, of course, be carried into effect only through co-operative State action. . . . But through leadership of such type every significant value of a federal system of education could be realized without imposing upon the country a centralized and autocratic form of school administration and control."

**T**HE last sentence hints at the desirability of a system of education for our country that shall be truly national—in equality of opportunity for every need, in physical standards **EDUCATION** of health and economic **AND THE** efficiency, in national **NATION** ideals of country and institutions, in loyalty among the States and faith among the sections with their varied resources—human and natural; to the end that through an adopted education, but, in essentials, an education homogeneous and consistent, there may be developed a consciousness of one people—one in loyal purpose, and civic interest, and contributing effort; a nation and not a loosely bound congeries of East and West and North and South, of valley and mountain, of city and country, of male and female, of adult and youth, of Americans and aliens; of laborer, consumer and producer. The late war taught us the need of a national purpose and as much equality of training in the fundamental processes and achievements as youth and adults can take, irrespective of financial holdings or local indifference. Education is a national obligation, though its direction is a State responsibility. A department of education may not accomplish all this, but the service it contemplates is a recognition of the fact that the adequate schooling of the people is a national not less than a State or local problem.

**T**HOSE who should receive the Sierra Educational News regularly are earnestly requested to notify us at once of any change of address. This is specially important, as Postmasters do not forward second-class **IMPORTANT** matter. In all cases, give both the old and the new address. If any number of the News does not reach you promptly, notify us and another copy will be sent. Superintendents and Principals are urged to ask teachers if the magazine is received regularly, and if not, to notify us. The magazine is mailed to all members of the Association. Do not neglect to renew your membership through your local officials, thus assuring a subscription to the Sierra Educational News.

**S**OME reforms in school organization are superficial and therefore justly transient. Such was the movement to eliminate the mid-session out-door recess. The considerable acceptance of that change shows how recent is **THE LOWER HIGH SCHOOL** the recognition of open-air, physical exercise and free play as a vital part of education. Such also was the widespread tendency to repudiate book lessons in the elementary schools (a subversion of the sound Pestalozzian teaching), and confine instruction as far as possible, to oral direction. In the sphere of organization, the current reform is the readjustment of secondary education. The lower high school is one aspect of that movement. And this change appears to have marks of permanence. To finish the elementary studies, the acquisition of the tools of one's further learning; to constitute a new group, of the two upper grades of the traditional elementary school and one or more years of the high school, is the most common plan. It seeks to lessen the time now spent upon informational and tool knowledges; to provide instruction better suit-

ed to the nascent adolescent interests of pupils 13 to 15 years of age; to conform the new arrangement to the compulsory school attendance requirements, and by a revision of the activities of these grades to make their work more serviceable and attractive to the three out of four pupils who leave with a foreshortened schooling. The lower high school has evidently a permanent place in our public school system.

THESE reflections are suggested by a somewhat belated, but welcome, decision of the San Francisco board of education to adopt the plan. There are now more than a score of such schools in the state.

#### LOWER H. S. IN SAN FRANCISCO

Los Angeles has 8, Berkeley 4, Pomona 2. All told, the state has approximately 600 teachers doing this work with 8000 to 10,000 pupils. Some of the schools were started by segregating only the two upper elementary classes from the lower grades. Under a state law permitting post-graduate work following the eighth grade, some few schools maintained instruction, which, however, was chiefly review study, rarely enriched the curriculum and affected the organization not at all. The current tendency is toward a 6-3-3 plan. Seven years ago the writer cooperated with the board of education and the principals of four grammar schools of San Francisco in revising the curriculum of the upper classes with the hope of a true lower high school of three years, intermediate between and linking the first six lower grades and three remaining high school classes. But, at that time, either because of lack of funds, or not yet convinced of the wisdom of the arrangement for their purposes, no attempt was made to do more than enrich the curriculum by a considerable addition of practical activities, introduce departmental assignment

of teachers and add to the equipment. In an industrial city such as San Francisco, the lure of trade drawing off the youth from their studies, there is needed just such refitting of the teaching to their industrial needs as the purposes of the board now promise.

**A**S we go to press the close of the Legislative session is in sight. In addition to other mention in this issue we may announce the final passage of all school apportionment measures, including S. B. 310 and

#### LEGISLATION TO DATE

A. B. 439, 448 and 456. Favorable action

has also been accorded measures seeking support for the University of California, the School of Education and several bills in the interest of Normal Schools. Favorable action will likely be taken on all bills relating to teacher training, and the part-time measure, the Junior College bill having already passed. Other bills voted favorably are S. B. 206, relating to Commissioners of Education; S. B. 456, traveling expenses of County Superintendents; S. B. 457, publication of financial and other reports; S. B. 458, traveling expenses, Boards of Education; S. B. 628, budgeting and local tax levies; S. B. 454, Retirement Salary Law, passed out of the Senate and is at this writing in Assembly Ways and Means Committee. The teachers of this State owe a debt of gratitude to Senator Frank M. Carr for the masterful presentation of the merits of the Retirement Salary Bill.

Fortunately there failed of passage two measures that would have proved detrimental to the schools, S. B. 962 and A. B. 1221. The first was a tax limitation measure, similar to A. B. 1013 of four years ago, which the people referendum. The second made unlawful any discussions by the teacher of the Constitution of the United States.

## Out Of The Sample Case

LUTHER HARDAWAY

Columbia, Mo., State Representative The Macmillan Company

DURING the sessions of the Department of Superintendence, held at Atlantic City, February 24-March 3, 1921, there was a memorable meeting of the Publishers' Section. This was presided over by Mr. A. H. Nelson of the Macmillan Company. Mr. F. F. Hummel of D. C. Heath and Company acted as Secretary. At the afternoon session there was presented a noteworthy program, including an address by Mr. W. E. Pulsifer of D. C. Heath and Company on the subject, "A History of School Book Publishing in America," and one by Mr. W. D. Lewis, Deputy Commissioner of Education, Harrisburg, Pa., under title "The Editing of School Books, Its Problems and Prospects."

These addressers were so superior, so far reaching in their application, and so abounding in sound educational philosophy that space limitation only prevents their inclusion in this issue.

The dinner session in the evening, in which we were privileged to participate, was an event of more than usual significance. Vocal numbers were furnished by Mr. William Clive Bradford, of New York, National Director of Music for the War Camp Community Service. He gave a wonderful rendition of Punchinello, and the Prologue to Pagliacci. Accompaniment was played by Mr. T. C. Morehouse, Pacific Coast Manager of the Macmillan Company.

The after dinner speeches were of an unusually high order, the speakers all being field men. They were Messrs. Fred Mutchler of Bowling Green, Kentucky, representing D. C. Heath and Company; Stanley Johnson of New York, Little Brown and Company, and Luther Hardaway of the Macmillan Company with headquarters at Columbia, Missouri. All these addresses are deserving of publicity. That by Mr. Hardaway was so sparkling in its wit, so abounding in good comradeship, so replete with sound business insight, so clear in its conception of the place and purpose of the text book and so far reaching in its appreciation of true values and its tone of high idealism, that it is here given in full.

It is with a special feeling of pleasure that we make this address available to the reader at this time.

The Publishers' Section, which has so fully justified itself, developed from the Department of Educational Publications. Realizing fully the need for a closer union of interests of the text book author, the publisher and the user of text books, and of a more perfect understanding that the publishers' field must be accorded its full place as an educational factor, we were responsible for the organization of the Section of Educational Publications. The success of this Department and the almost united and whole hearted support accorded by the leaders, both users and makers of text books, pointed the need and laid the foundation for the more recently established Publishers' Section.

No one element has contributed more to a realization of the fact that the publishing of text books is a strictly educational enterprise than did the Text Book Authors Congress, held during the N. E. A. in Oakland in 1915, in conjunction with the Panama Pacific International Exposition.

It is with appreciation to Mr. Hardaway for his excellent presentation herewith, and with sincere hopes that the true educational worth of the publisher may be fully appreciated that this address appears in full in this issue.

ARTHUR H. CHAMBERLAIN.

**M**R. TOASTMASTER, my superiors in the publishing business and fellow agents:

For the benefit of those who do not know me, and in justice to myself, I will state that this is my maiden appearance—in a meeting of this sort.

### A Dreamed Of Occasion

As I look around over this gathering and note the men whom I know to be connected with the publishing business in an official capacity and note those others, strangers to me, the dignity of whose bearing betrays them as officials also, this occasion seems to be an opportunity of which, in moments of vexation, I have often dreamed. When some pet scheme of mine for revolutionizing the book business has been quietly put on ice by the man higher up; when some special stunt of mine has failed to be

mentioned in the bulletin sent out by the man higher up; when the most plausible excuses I could invent for failing to get business have been thrust aside by the man higher up; when the expected increase in salary has been overlooked by the man higher up; in the final plea for business, my prospective customer opens a letter from the man higher up, demanding immediate settlement of some trivial account; when dilating on the merits, real or imaginary, of some new book, my client discovers a typographical error or some other equally egregious blunder that has escaped the man higher up—in moments like these, I have thought what a grand and glorious feeling I would experience and what a service I would render to a host of long suffering fellow agents if I could sometime stalk to its lair that entire part of the publishing business that is of

swivel chair capacity, discover it in one big covey and dispose of it at one pot shot.

Though this seems to be the coveted opportunity, I hasten to assure you there is no danger. This is not one of the moments of vexation. Besides, I am a law abiding citizen and I have neither procured a hunting license in the State of New Jersey nor learned that this is an open season on officials. Moreover, I am not only unarmed but I am totally disarmed; for I am here at the invitation of the quarry itself and I have yet the first time to shoot even a jack rabbit after it has doffed its cap to me and held out the rabbit foot of welcome.

#### Dawn of a New Business Era

But, Mr. Toastmaster, if I am presumed to appear here tonight in any other role than that of the King's jester, I wish to observe in passing, that I see in the invitations you have extended to the agents in the field to meet and mingle with officialdom, something of deeper significance than mere personal compliments. When the Knight of the roll-top desk beckons to the pawn of the peddler's kit, when the gentleman who has arrived, clasps hands with the man yet on the way, when the mace of command is placed beside the badge of service, we begin to see the dawn of a new era in business and to realize that the caste separating the sons of Martha from the sons of Mary is more imaginary than real.

I feel painfully circumscribed in the effort to speak to this audience, composed, as it is, so largely of my friends the enemy. It is so much harder to talk to you than it is to talk about you. Were I speaking to those of my own house, only, I could deal straight from the shoulder and do it with impunity; for there they all know me and pay no attention to me. But here it is different. I know full well that human nature runs about the same in every breast regardless of whether the breast is clad in a fancy evening suit or a common hand-me-down, and so long as men continue to engage in business rivalry and to scramble for the same fifty-cent dollar, just so long may we trace on the spectrum of their emotions the darker lines of envy and prejudice. So it behooves me, in deference to this occasion, to use a book man's caution and to eliminate some things that I might otherwise discuss.

When the unexpected invitation to address you first reached me, I feared the publishing business was wandering in the wilderness and you were looking for a Moses to lead you out. I accepted the call but before I had fairly as-

cended the Sinai of my inspiration, my wife informed me that our last month's salary check had been received (and spent) with the same promptness with which its forerunners had been received (and spent) so I dismissed my fear as ill founded and discarded my Mosaic habiliments.

#### Sane Reflections on Advice

I then concluded that the most that could possibly be expected of me on this occasion would be to offer some sound advice and some practical suggestions that this managerial body might adopt for the betterment of the business. And if that were the expectation, while modestly admitting that you knocked at the right door, I feel after mature reflection that I must decline. For, as I see it, the only motive that could prompt me to give them utterance would be purely selfish; simply the glory of parading them. Modesty forbids.

However, if any manager present feels that he must avail himself of my advice and suggestions, I will endeavor to get them back from their undisturbed repose in the dusty pigeonholes of my own company and to negotiate with him in private—for a consideration. Modesty does not forbid.

As I see it, there is really but one field on which I may wander at will tonight without danger of rubbing the fur the wrong way, on whatever fur-bearing animals may be present, and that is the field of ethics. I am satisfied that for every ethical precept I might utter and for every ethical principle I might advocate that every head present would nod in unison and every face would yawn its approbation. But what is the use? I fancy the minute I moved the adoption of a code of ethics, every person present would be overcome with politeness and bowing and scraping to his competitor would say, "You first, my dear Gaston."

#### The Matter of Ethics

But before passing entirely this matter of ethics I wish to make a brief report that at least borders on the ethical. In the ten years in which my hands have become calloused from carrying the sample case, I have seen a marked change in the attitude of the agents in the field towards one another. When I first began to peddle, a competing agent's word was just about as good as a Russian bond; and our attitude towards one another was one of unalloyed distrust and suspicion. We have passed through a transforming stage of diminishing distrust and increasing respect until now, in my own territory at least, any agent will trust implicitly any competing agent in any deal—

provided the gentleman to the right cuts the cards. Seriously, there is more of respect in our dealings and much more of sportsmanship. I, myself, have learned, after much painful practice, when defeated, while kicking myself with one foot for my failure, to doff my hat to the victor with the other; and I can do it gracefully. I am sure it is a source of gratification to the agents in the field to know that their superiors in the publishing business can also lay their commercial differences, once a year at least, and placing their Edwin Clapps under the same table, partake of the same high cost of living and drink of the same insipid beverages.

And now, gentlemen, after making from the list of possible subjects of discussion all eliminations dictated by the laws of prudence and of conservation what have I left to talk about?

Nothing in particular!

So begging your indulgence, I shall attempt to confine myself to that theme for a few minutes and then call for the curtain.

#### Why a Book Man

Some years ago, when I was young in the book game, my manager propounded to me this query: "Why are you a book man?" His motive in asking the question was not revealed, but you may hazard a guess when I tell you that it came at the end of a season somewhat disastrous to me and that I was required to answer it, not privately, but in the presence of superior officers of the company. Suffice it to say, that my answer on that occasion was sufficiently pathetic to arouse compassion in a soulless corporation and I got by.

Now, after ten years of service, more or less real, that question seems again pertinent. The reply that I would give tonight embraces three reasons: First, the gratuity of the company has served to keep soul, body and breeches together, with a few embarrassing exceptions affecting only one of the three. Second, I like the game. I thrill with the elation of victory and try to profit by the chastening effect of defeat. I enjoy the association with the high class of people with whom we deal and also with that other class, the book men.

But these two reasons, I think, would scarcely suffice to hold me, if there were not, back of the work and practices of the book man, a high idealism in the publishing business. The soul of man returns to the God who gave it. The body may be mummified and kept against the ravages of decay. But to the publisher it has been left to preserve for all time the mind of man. He it is who delves into the

brain's deepest recesses and brings therefrom the scintillating gems of thought, which, by means of printer's ink and printer's art, he mounts for the edification and delectation of all mankind. It is the publisher who has preserved for us our heritage in literature, in history, in philosophy and even in religion; and it is to the publisher we must go if we have aught by which this heritage is to be enriched for our posterity. It is the publisher who supplies the world with precedent and who establishes the milestones of progress.

Nor is his work passive alone. Zealously watching the weather vane of effort, he flies to the forefront of every movement meaning advancement and by encouraging and stimulating constructive thought, he steers effort into effective channels and thus becomes a potential factor in the world's development.

#### Making Educational History

"Who makes educational history?" This question was once propounded to me by an eminent educator now deceased. "I do not know," I confessed. "Why," said he, "it is Scribners and Putnams and Macmillans and Houghtons and that host of publishers who have sifted out of all the rubbish and trash the educational thought that is really constructive and worth while and have forged it into something real and tangible and potential." As it is with educational history, so it is with every phase that enters into the composite, human history. As it is with history, so it is with literature, with science, with philosophy and even with religion.

Civilized man cannot live without books, Owen Meredith to the contrary notwithstanding. It is in books that the lawyer proves his brief, the minister his sermon, the doctor his diagnosis and the chef his recipe. It is from books that the pupil gets his information, the teacher his verification, the dreamer his inspiration, the doer his specification, the optimist his exultation, the pessimist his lamentation, the believer his confirmation and the sorrower his consolation.

Take away our books! Take away our history! Take away our literature! Take away the Bible! Take away the rich heritage of the minds of the Past! Take them all away and our present-day civilization and culture can no more stand than the capstone can remain in air after the column has fallen.

What nobler work than that of the publisher or what greater service to mankind? And may not we who are engaged in the publishing business, however humble our capacity, be par-

doned if we feel the lure of these ideals and if we take a pride in our work? I think, my friends, we can state the very thing that Eve forgot when she tried in vain to hide behind the fig leaf: there is glory enough to go all around.

#### The Business Side of the Picture

This is one picture of the publishing business and I shall ask you to hold it within the limits of your consciousness while I paint another in colors less brilliant:

A building of immense proportions and many stories. Let us enter. Here, on the first floor, we hear the noise of much machinery. Gigantic presses are devouring paper and turning out printed copy. Here are typesetting machines and cutting machines and lithographic machines and much other kindred equipment. On the next floor we find the binderies where books assume their permanent forms. The next floor and we find stacks and stacks of the finished product. Here are the shipping rooms where men are counting, boxing and labeling. Another story and we see desk after desk, typewriter after typewriter, many men and more girls. Some are invoicing, some billing, some proof-reading, some editing, some criticizing, some writing things a mile long called briefs, some are writing to the agents in the field and the tenor of their letters is always the same, "Get business, get business, get business." And here in another part of the building are men figuring; and as they figure they talk of overhead, of cost of production, of royalty, of agency expense, of gross profit, of net profit and of various other things that enter into the accountant's vocabulary. Throughout this building, from cellar to garret, hangs the heavy atmosphere of commercialism and all the while we hear the rustle of currency and see the glitter of gold. Out there in the background and leashed to this building by the mail, the telegraph and the monthly salary check, we see a host of agents darting hither and yon and endeavoring by all the arts and wiles of salesmanship to respond to that constantly waving distress signal, "Get business, get business, get business."

This, too, is a picture of the publishing business. As we hold these two pictures side by side, we say, "What anomaly! What incongruity! What contradiction!" And yet, my friends, it is on the harmonious blending of these two pictures that the ultimate fate of the publishing business depends.

#### Idealism of the Publishing Business

I know of no other enterprise conducted on

a purely commercial basis that has back of it and in it and through it the idealism that is found in the publishing business. It is this idealism that not only lends a fascination to the game, but that places it upon a higher plane than the more materialistic pursuits. On the other hand, it is this same idealism that circumscribes the book man's tactics and practices and renders his position precarious. The world will condone the transgression of a layman while it condemns unsparingly the same transgression by a minister of the gospel and all because of the idealism in the minister's calling. Just so, the unchallenged tactics of the grocery salesman or meat peddler will bring condemnation and ruin if adopted by the book man. Our position is rendered more acute by the fact that our dealings are largely with the most idealistic class of people to be found, the educators. Their standards of conduct are high and their sensibilities easily shocked.

I cannot say to what extent the officials are influenced or actuated by these two divergent phases of the publishing business. It has never been my privilege to sit within the upper councils where the brains ostensibly are and where wisdom presumably rules. But I do know that out on the firing line of the book business, where agent meets agent and competition focuses, that we constantly find ourselves between the upper stone of publishing ideals and the nether stone of commercial necessity. And sometimes we are ground "exceeding fine." As I grow older in the book business and realize more and more the stress under which we work and the eagerness with which we strive to be profitable to our houses, my wonder increases, not that we sometimes err, but that we are able to keep on the straight and narrow path of the bookman's rectitude as well as we do. There is but one condition under which I feel constrained to withhold the mantle of charity when an error is made, and that is when the pollution in the stream can be traced to the fountain source. I regret to state that is sometimes the case.

#### The Making of a Book Man

There is a story that has never been written. Some day it may be. It is the story of the making of a book man. I will sketch it for you. A raw recruit fresh from the ranks of the teaching profession well equipped by training and practice for the idealistic side of his work. Green as grass in the commercial side, he may slip in quietly and unostentatiously, as we have seen him do, and develop into a resourceful agent worthy of his steel; or, as we have also

seen him do, he may "break in," to use an expression from a lamented statesman, "like a hungry jackass from the desert breaking into a field of green corn"—to be bridled, saddled and ridden into docility and effectiveness. But whether modest and unassuming or wild and impetuous, he invariably comes thrice armed with a one hundred per cent loyalty to his company, an abiding faith in his books and an unshaken belief in the good judgment and integrity of his fellow man.

Alas! No sooner does he enter than he is tossed in the blanket, in the blanket of competitive business, until he loses every preconceived notion of the book game and is left distraught. This is the critical period in his career. If, in the reconstruction of his notions, he concludes that the book business is a game of hook and crook and there is no place in it for ideals or moral standards, he is lost, as we have seen him lost. If, on the other hand, he clings solely to his ideals and refuses to become cognizant of the ways of commercialism, he is equally lost. But should he discover, in the readjustment of his notions, that ideals and moral standards on the one hand and commercial practices on the other are not irreconcilable but may be welded into one harmonious relationship through the agency of sportsmanship and fair play, then look out for that man. He is then not only fully qualified to meet the exacting requirements of an exacting clientele, but he is fitted to uphold the ideals and traditions of the publishing business with one hand, while with the other hand he garners in the shekels so essential to its perpetuity.

I have tried to picture to you the book men as I know them; those with whom I meet and those with whom I compete. Exceptions? Certainly! Some of us may be exceptions all the time, and all of us some of the time. But may we not charitably remember that even exceptions serve a purpose, inasmuch as they prove the rule? And may we not also remember that had it not been for the conceivable exception among the angels that Milton could not have given us *Paradise Lost*?

#### Dual Nature of the Role

I have also tried to picture to you the dual nature of the book man's role. I do not wish to belittle the commercial side of the book business. I certainly know of no other enterprise that has a more valid claim for financial support, nor one in which a greater value is given for money received. But it does seem to me that when our work is shorn of its ideals,

our lives become sordid indeed. If there were no larger conceptions in our work than simply the sale of goods could we book men afford to make the sacrifices we make—to forego the pleasures of home and to become nonentities in the community life where we live?

I know in my own experience that when the hovering clouds of pessimism gather round me shutting out all but barter and trade, that my life seems one of dull routine and I feel that I am but a modern galley slave chained to a sample case. But when optimism dissipates the clouds and I see the magnificent profiles of the publishing business as a whole with its golden traditions and brilliant purposes my labors are lightened and illumined even as the menial tasks of the housewife are lightened and illumined in the love of home. Then I feel that I am entitled to heraldry, proclaiming me the proud purveyor of thought.

I must dwell no longer on the agent and his work lest you weary; and I am sure I must not dwell on his good qualities lest the officials of the companies get the same impression that we agents sometimes get, and that is that the average business organization is built like a churn, big at the bottom and little at the top. Please notice that I say *sometimes* because we generally realize that while it is down where we are that the butter is gathering it is up where you are that the dasher is propelled.

#### Inspiration and Solace

So I will bring this monologue to a close by reciting for you the two sources of the bookman's inspiration and solace that sustain him in the trials and tribulations of his career. They are The Bookman's Prayer and The Bookman's Dream.

This is the prayer:

"Speed the day when we shall all have a greater vision of the publishing business.

"Speed the day when the commercial practices of the publishing business shall always be wholly in keeping with the high plane of its idealism.

"Speed the day when we shall enter into closer sympathy and greater co-operation realizing that in the law of the publishing business as in the law of the jungle, 'the strength of the wolf is in the pack and the strength of the pack is in the wolf.'

"Speed the day, as it is already speeding, when the old ship of publication shall be so efficiently manned, so capably officered and so skillfully piloted that she will not only escape the shoals of economic disturbances but

that she will pursue a safe and even course between the Scylla of competitive suicide on the one hand and the Charybdis of public condemnation on the other, out into the smooth waters of clean competition.

"Speed the day, as it is already speeding, when any man connected with the publishing business, be he president, manager or common agent, who will kill the goose that lays the golden egg by sacrificing the ultimate interests of the publishing business for some paltry gain or temporary advantage will taste of the retribution he has merited.

"Speed the day when any man, be he president, manager or common agent, who will stultify himself, insult the moral sensibilities of his clientele and bring reproach on the publishing business by asinine tactics or corrupt practices will be fully as conspicuous and fully as effective in making a hit as a bowlegged belle on a bathing beach. So mote it be."

#### The Bookman's Dream

And now the bookman's dream. In this dream there is no suggestion of the sordid and no nickering of the nightmare.

When our prayer has been fulfilled and the bookman's millennium has come to pass, we look down there at the end of our years of service under ideal conditions and seem to see, nestled in some sequestered sylvan spot, beside murmuring waters, somewhere in America's nearest approach to fields Elysian, a magnificent home, built and endowed by philanthropic plutocratic publishers for their superannuated missionaries of the field. So, when trains move too swiftly for our rheumatic joints and our supply of pep has reached the vanishing point, we may retire out there where man is near to Nature and Nature is near to God; there where the rustic bench and the contiguous part of man's apparel are both well worn;

there where golf balls grow on sycamore boughs and cribbage boards are cut from the hickory's heart; there where the trout of the flowing stream vie with the bass of the placid lake in ability to take the hook; there where the call of the quail and the chatter of the squirrel mingle with the honey bees' hum and the turtle dove's note; there where the gentle breezes, wafting through wild rose bowers, steal away their gorgeous hues and kiss them alike into the apple's rind and the maiden's cheek; there where a thousand sweet-throated warblers fill the trees with music supernal, while in the green grass beneath the festering chigger joins in conspiracy with the hungry tick; there where we may be lulled to sleep by the coon dog's deep bass and the mosquito's soothing tenor; there where we may take our morning plunge in the hidden pool without fear of exposure, except to our Maker and the poison ivy; there where we may quench our thirst with sparkling water dipped from Nature's bubbling fountains and gulped from a gutted gourd; and if that does not suffice to quench our thirst, where we may yet moisten our lips with mountains' dew, brewed in the moonshine still and soft as a baby's touch.

So that there, in an environment like that, far removed from the locomotive's blast, the mad swirl of competitive business, the tornado's fury and the brainstorm, with nothing to remind us of the strenuous times of former years, save our monthly pension check, we may reflect on a life well spent and end our days in peace.

In conclusion, gentlemen of the publishing business, let me state in language akin to that you have heard before, "Ye are my people. Whither thou goest, let me tag along; and whither thou abidest, let me hang around."

### THE PROBLEM OF VOCATIONAL GUIDANCE IN RELATION TO ENGLISH

By MARGARET M. PFEFFERLE

Los Angeles

HERE has been a feeling among teachers that English is not English if related to the trades or commerce. This attitude is indefensible, as it has placed on the defensive the manual departments in schools where they have been established and so diverted power from the work to be done.

The teacher of English has an unexcelled opportunity to get the students' point of view. Without neglecting the classics, the English teacher, by joining this sympathy with ingenuity in correlating a study of occupations, as suggested by the interests of the class or

the books read, can help in a large measure to fit the student to take his place intelligently in the world outside the school. The actual work would be largely that of acquainting the boy or girl with the occupations open to him in commerce, agriculture, the professions, or industry.

There are many opportunities to link such subject matter with the English course of study. It can be correlated with literature, or, possibly, can make the teaching of exposition or a similar rhetorical content more vital by its practical appeal.

For example, if the assignment were the reading of the "Oregon Trail," could not the contrast of transportation then and now be brought out with added advantage to the classic, and the whole problem of transportation and the duties of those employed be profitably discussed? What is the relation of trails to transcontinental highways? How many trains are needed to carry one thousand immigrants? What are the responsibilities of an engineer? To whom is the conductor responsible? Might it not be wise to ask about the attitude of the trainmen's organization to the whole problem?

The following is an outline that has been used for high school students:

1. What service to society is rendered by those in this occupation?
2. What things are actually done by those who have a job in this calling?
3. What are the main advantages of the occupation?
4. What are its disadvantages or problems?
5. What preparation is necessary or desirable?
6. What are the other requirements for success?
7. What income may be expected?
8. What effect has the occupation on the social, civic, physical, recreational life of the worker?

Some schools have worked out this occupation study and have given it a definite place in the curriculum. In the Los Angeles schools it is given a year in the intermediate schools, coming in the 7B and 8A grades. The San Francisco elementary course of study in civics lays stress on similar life-career studies. The Long Beach Polytechnic High School has this

as subject-matter for one-half year's composition. In this course the pupils are asked to make a list of all possible vocations open to their sex. They then narrow the list to three occupations, one of which they are likely to enter, and these three are studied carefully. There are over 150 high schools which claim to have made a beginning in this work, according to January, 1916, National Vocational Guidance Association publications.

The occupation suggested by the reading in the class, or in the outside reading, might be left to the pupil's choice or assigned by the teacher. As in the case of the "Oregon Trail," so many other books suggest some useful occupation. Is it not, too, this power of doing, as in "Captains Courageous," that often lends virility to the story?

A teacher, too, who has taken interest in this work by assisting the young people, will later be in a strategic position to advise the student about training for a life work. This advice may take the form of recommending a good technical school, a college course, extension work to fit him for a career for which he is adapted. Is that not far better than to allow him to decide by some superficial test which might lead him into a "blind alley" job?

This latter work of guidance in choosing an occupation usually demands the time of one or more persons in a school system of any size, but much can be done by the teacher who has the welfare of the boy or girl at heart. It is an added duty to a teacher's already crowded day, but to help to place one boy or one girl in an occupation for which he is fitted so that he may live contentedly as well as prosperously is a valuable work, economically, as well as socially.

#### SUMMARY OF JUNIOR UNITED STATES OF MELROSE SCHOOL, OAKLAND, CALIF.

By PAUL MARTIN,  
Principal Melrose School

- I. School project inaugurated in the second semester of 1918.
- II. How started.
  1. Principal called a meeting of the faculty, and described a similar project that was in effect from 1902 to 1910 in the Fruitvale No. 2 School, while principal there.
  2. Faculty voted that an opportunity should be opened to the Melrose pupils to adopt the plan, if they so desired. (Applying the principle of "self-determination.")
  3. Principal visited all the rooms from 2B

to 8B inclusive, and told the story of the system as practiced in the other school, but carefully avoided any reference to its possible adoption at Melrose.

4. Later, one class asked permission to organize itself as a "state." At the end of two weeks every class, from the 2B up, had organized states, even the atypical class. Each one adopted a state name.

5. Montana later elected speakers to visit the other states and invite them to join with Montana in sending delegates to a "Constitu-

tional Convention" with a view to forming a constitutional government to be known as the "Junior United States of Melrose School."

6. In due time the convention met and adopted a constitution, provisionally, copied after that of the United States, but modified to suit the needs of the school.

7. The new constitution was carefully read and explained by delegates, teachers and principal, and on "ratification day" the constitution was ratified by every state.

8. As provided in the new constitution, the "National Nominating Convention" met and, in due form, nominated candidates for president and vice-president. An interesting campaign followed and the election was conducted on the Australian ballot plan.

9. The ceremony of inauguration was a replica of that used when Washington took the oath of office, and the new president delivered his inaugural address.

10. All necessary officers were elected or appointed, and the Junior United States became a reality. It has continued with increasing interest ever since.

### III. Plan of Organization.

1. The Constitution is "The Law of the Land," and provides for the legislative, executive, and judicial branches of the government.

2. Each class, from the 2B up, is a state. The citizens elect a governor, lieutenant-governor, secretary of state, senators, and representatives to congress. The latter are apportioned according to "population," there being one representative to every nine citizens.

3. The governor appoints, subject to the ratification of the citizens, the following officers: Commissioner of Thrift, Commissioner of Junior Red Cross, Commissioner of Gardens, Commissioner of Health and Safety, Librarian, and Postmaster. He also appoints to fill all vacancies.

4. The houses of congress elect their own officers. The senate is presided over by the vice-president, as provided in the constitution.

5. The president appoints, subject to the ratification of the senate, the secretaries of his cabinet, who head the departments of State, Junior Red Cross, Thrift, Agriculture, Health and Safety, Correspondence, Interior and Exterior, Publicity, Recreation, and War.

6. The states sit as courts in cases of serious breach of good citizenship on the part of one of their citizens. The constitution names the faculty as the Supreme Court, the principal

being the Chief Justice, and the teachers the Associate Justices.

7. All the citizens belong to the "army" of the Junior United States.

8. Classes below the 2B are territories, but have commissioners of Junior Red Cross, Health and Safety, and Thrift.

### IV. Operation.

1. The reorganization of the government at the beginning of each semester involves the election or appointment of about 190 officers, both civil and military. Each and every officer has definite duties to perform in the government of the Junior United States.

2. No one may hold office of any kind whose citizenship during the previous semester was not satisfactory. This is a constitutional qualification.

3. Congress meets on specified days, or whenever it seems desirable to meet, to discuss and pass bills in prescribed form, as is done at Washington. Acts of congress that have become laws this semester (4th congress) are: (a) An Act ratifying appointments made by the president to his cabinet. (b) An Act appropriating \$5.00 for the purchase of balls for the playground. (c) An Act fixing the design, size and cost of the flag of the Junior United States, in accordance with Senate Bill No. 7, approved May 21, 1920. (d) An Act appropriating \$11.30 to pay the expenses of the "weenie" sale held on October 7, 1920.

4. The activities of the Junior United States are correlated with academic work in history, civics, geography, oral and written composition, spelling, drawing, physical education, etc., etc.

5. Lack of space forbids further detail. Other information gladly furnished upon request.

### V. Some Results.

1. Gives the pupils a real and active part in the government of the school.

2. Stimulates the cultivation of good citizenship.

3. Develops initiative. (The army was formed entirely upon the initiative of the pupils.)

4. Furnishes an abundance of material for motivated work in most of the school subjects.

5. Helps to keep the children in school.

6. Leads the pupils to an understanding and appreciation of the spirit and purpose of the Constitution of the United States.

7. Gives them practical training for their future responsibilities as citizens of the United States.

## THE PROBLEM OF THE TEXT BOOK

Sanger, Calif., April 7, 1921.

Sierra Educational News,  
San Francisco, Calif.

Dear Editor:

I WENT to visit school this morning. It isn't the first time I have visited this year, but it served again to remind me of the problem of the "State Text Book."

I was teaching in this county when our good people voted for the present system of school books. I was opposed to the plan then, and though I taught three years after it went into effect I was more violently opposed to it when I quit teaching. I am not blind to the advantages of the present system but I beg you to hear of its disadvantages as I see them.

First, I am reminded of a Fresno teacher who handed a visitor a book, at the same time apologizing for its appearance. She said, "You know we pass these books out every year and with them we pass out measles, whooping cough, scarlet fever and diphtheria."

Until you are a parent you cannot know the amazing joy of the child at last ready to go to school. He has eaten, slept and grown for the express purpose of getting big enough to go to school, to have a real school book, to learn to read, etc.

If the average teacher knew the heart of the big boy and girl coming for the first time to her, she would never have the heart to present the book which has been used possibly but one year. When a book of the kind now in common use is presented, while the little one is only a worshiper of knowledge and all its in-

struments, little wonder that that zeal begins to die and can scarcely be kept **alive** for eight years, when it should be the passion of a lifetime.

It made my heart ache this morning as I saw clean intelligent children struggling to piece pages together that they might follow the text. The Primer the teacher so courteously handed to my small daughter was whole, but crayon and pencil marked until I was ashamed to have her turn its pages. My children have a fair collection of books their very own, on their own little table in easy reach. They use them as they choose but I hope they may never abuse them. When they are first presented with a school book—the gift of our fair State—they are in danger of being presented with their first lesson on abusing books. What then may the "State" or its school system say if they learn the lesson well and abuse in kind those that shall later be presented.

Why may not the State continue to print our texts, and if it cannot afford to give each child his books to be his and retained by him, sell them **at cost** to those children who are able to buy them and give outright to those whose teachers are convinced cannot well pay for them. There would be few in the latter class and they need not be made conspicuous.

Not alone measles, whooping cough, scarlet fever and diphtheria are being passed out with our used books, but disrespect for the printed page—the very instrument by which we must educate our children.

Very sincerely,

INA K. DILLON.

## THE TEACHER'S BOARDING PLACE

AT this time, when so much is being said in regard to the efficiency of teachers and the means of increasing their usefulness, it seems not out of place to bring forward for consideration a matter which though seemingly trivial, is yet far-reaching and often damaging in its results. That is the teacher's boarding place.

If she must arise and make her toilet in a temperature far below a comfortable degree, and breakfast while shivering as if palsied, it goes without saying that she cannot entertain that enthusiasm in her work which makes for the highest ideals and greatest success. Physical comfort must come before inspiration.

Neither will herding with the family, around a one-room fire, lead to the heights. It tends to distraction and waste of valuable time. To think and properly plan for the best results, the teacher should be alone; unhindered by the cries and ceaseless prattle of children and the conversation of their elders. Yet, in the country at least, she rarely has an alternative unless it be that of turning night into day and pressing her couch covers into service. Saturdays and Sundays are dreaded days, passed in discomfort and futile efforts to accomplish something worth while.

The writer speaks from experience and firm-

ly asserts that these conditions are not overdrawn. Thirty to forty dollars a school month is high board for rural districts, yet, even with these prices, few, indeed, are able to secure the merest rudiments of comfort. "Get another boarding place." That is much easier said than done. Generally such a course will be found to be impossible. The teacher must either suffer the discomforts or give up her position.

Higher education is all right and to be desired, but comfortable housing would go a long way toward bringing the efficiency of the present teacher up to the required standard. If a community wishes a school, it should be willing to so provide for the teacher as to render her position desirable. The present conditions,

in rural districts, especially, are deplorable, and not so much a matter of can't as of won't. The teacher pays exorbitantly and gets little in return. Living is high, I grant, but that fact does not warrant the meager returns for the teacher's money.

Discomfort is fatal to the highest success. No one enthuses with chills chasing each other up and down his spinal column, unless it be in the pursuit of desirable quarters. I do not know what can be done, but there is a wide field for missionary work along this line.

#### A SUFFERER.

[We gladly print the above. Evidently this is a strong argument for the "Teacherage." Will not the consolidated school bring about conditions that are apparently all too frequently lacking, but greatly needed?—Editor]

### CALIFORNIA COUNCIL OF EDUCATION REPORT OF THE PRESIDENT

E. MORRIS COX

**S**INCE our last annual meeting, the California Teachers' Association, in addition to the usual routine matters, has carried several very large responsibilities. The story of the campaign for the Initiative Amendment No. 16, proposed by the California Teachers' Association, and its ultimate success by a vote of nearly two to one from the people of California in its favor, is too well known to make it necessary to comment further on it. The increased activities and success of our Teachers' Registration Bureau, which began in a very modest way a year ago, has been set forth quite fully in recent issues of the "Sierra Educational News."

Eleven years ago our affiliated organization began its activities with four sections as members of the California Teachers' Association. Each of these has flourished until their memberships very greatly exceed in every case the numbers at the beginning. About two years ago, a new Section, the Central Coast Section, was authorized. This Section has now held two very successful meetings and has a very flourishing membership. There is presented to you at this meeting another new Section, the North Coast Section, which has just lately come into existence. Inasmuch as a very large portion of the teachers in California not now members of our State Association is to be found in the portions of the State remote from any of the Sections, the increasing of the number of Sections means a very greatly diminishing number of teachers who are not directly as-

sociated with some Section of our State Association.

As this is a legislative year, the activities of the Council have been largely connected with matters relating to legislation. At the last previous meeting of this Council, after a large number of matters relating to legislation had been discussed and approved, the following motion was unanimously adopted:

That the Legislative Committee be instructed to center its activities on four essentials:

1. Legislative action to carry into full force and effect the provisions of Amendment No. 16 in the apportionment of school funds.
2. The adequate financing of the teacher training and other higher educational institutions.
3. Proper amendments to the Teachers' Retirement Salary Law.
4. Increase in salaries of County Superintendents and of State Superintendent of Public Instruction.

Inasmuch as your President is also Chairman of the Committee on Legislation, the substance of this report and that from the Chairman of the Committee on Legislation is in many respects the same. Consequently, except as noted further, this will be a report from the Chairman of the Committee on Legislation. The four apportionment bills providing for the apportionment of the State and County Elementary, and State and County High School Funds have already passed the Assembly and have this week met with the unanimous approval of the

Senate Committee on Education. These bills have met with universal approval of school officials throughout the State and apparently are meeting with no opposition. This seems to be the first time in the history of the State that bills for the apportionment of school moneys have been able to pass through the Legislature with the unanimous approval of school people from all parts of the State. The bill providing for the levying, in addition to the State and county revenues, of local district revenues for school purposes, has this week received the unanimous approval of the Senate Committee on Education.

It is not necessary to repeat the long story connected with the efforts of the California Teachers' Association to bring about the proper amendments to the Teachers' Retirement Salary Law. You well know the delays that have occurred in securing a proper study of the Retirement Salary Fund. Not until the California Teachers' Association offered to the State Board of Education last December sufficient funds for the employment of an actuary was there any progress made in this matter. Less than two weeks ago the actuary employed made a preliminary report to the State Board of Education and the Legislative Committee of the California Teachers' Association. Action on the part of the Legislative Committee and the various teacher representatives present in Sacramento immediately followed and a bill amended in accordance with their action has now been approved by the Senate Committee on Education. The report on this matter will be given later to the Council by the Chairman of our Committee on Teacher Retirement Salary Law.

Your Legislative Committee has given considerable time and effort to the section recommending additional increases of salary for the county superintendents and State officials. Just how much will be accomplished in this matter it is difficult at this moment to say. Inasmuch as the reaction against increases in salaries has lately come upon us, these measures meet with more opposition than would have been the case at a somewhat earlier date. However, it is certain that there will be very many material and deserved increases granted.

Both the Assembly and Senate held public hearings in reference to the budgets of the teacher training institutions and your committee had an opportunity to appear at these hearings in behalf of more adequate support for teacher training institutions. At this time, your

committee presented arguments in favor not only of a much more adequate support for the activities now in operation in the normal schools and the School of Education of the University of California but for very considerable increases in the revenues of such institutions in order that they may undertake new activities necessary to make it possible for these teacher training institutions to keep apace with school development. It is particularly well known to those of you occupying administrative positions bringing you in connection with the employment of teachers, that the University of California through its School of Education has not expanded as it should in the training of teachers in those newer activities of the high schools which have lately been demanding the large increment in the teaching force. These lines in which the University should have been given adequate opportunity to expand were enumerated by your committee as follows:

1. Commercial Teachers.
2. Drawing and Art Teachers.
3. Home Economics Teachers.
4. Shop Work and Vocational Work Teachers.
5. Dramatics, Oral Expression and Journalism Teachers.
6. Science Teachers.
7. Modern Languages (Spanish and French) Teachers.
8. Physical Education Teachers.
9. Social Studies (Economics and Citizenship) Teachers.
10. Music Teachers.
11. Vocational Guidance Teachers.

The normal schools for more than four years have been rather woefully neglected. The State officials have recently come to the rescue of the activities already a part of the normal schools in giving reasonably adequate increases in salaries but at present nothing has been done to give these normal schools an opportunity to keep up with school development. A table showing the recent development of one school system in the State of California was presented to the Legislature. You will note by consulting the copies of this table now in your hands\* that in a rapidly growing school system a very considerable portion of that growth has occurred in special activities so essential to the adjustment of the school system to the needs of school children and that in every one of those newer adjustments there is a need

\*See table following this report.

for special training to be given by the normal schools. In very few of these cases have the normal schools been able to assist us.

There are many other bills now pending which are in conformity with recommendations of this Council and which are receiving the support of your Legislative Committee. It will probably delay the business of this meeting too long to enumerate them one by one. There are likewise measures pending which, if enacted, would be contrary to the recommendations of this organization and are consequently receiving our disapproval.

The fact that teacher organization activities in California have been increasingly successful for many years has attracted both favorable and unfavorable comment. Our work has received very marked commendation from many very worthy sources. It has likewise received very serious condemnation from sources that are hostile to the work that we have accomplished. We have been rather openly accused of having organized a great political machine. Nothing could be farther from the fact unless I have a complete misapprehension of what is meant by a political machine. Everything that we have advocated and everything that we have accomplished has been brought about in open discussion and in open action before the public. It could be accomplished only among the school forces of the State from the fact that what we have advocated and what we have accomplished in the minds of the public is right and in our own consciences was done because it was in the interests of the children in the public schools. Only upon such a basis should we advocate or should we attempt to accomplish anything. There are unquestionably at the present time, set on foot by very powerful influences, efforts to create factions and schisms in the school forces. Apparently these efforts are being set forth rather definitely toward discrediting those who have been leaders in some of the local or State activities of teacher organizations. It is

only fair to the cause in which we are all interested to ask everyone to caution teachers against the acceptance of any remarks or whispers that are not founded strictly upon known facts. It is a very simple matter for the teachers themselves to discover without the aid of any interested outside influences whether leadership either in local or State organizations is playing the game fair and square in the interests of the development of public schools for the welfare of the children therein. We must see to it that we keep ourselves free from attempts at selfish aggrandizement or personal advancement at the expense of our organizations.

**TABLE SHOWING THE DEVELOPMENT OF  
OUR SCHOOL SYSTEM**

**Comparisons of Teachers (Kindergarten and  
Elementary)**

	1916-17	1920-21
Grade teachers of regular grades		
or of common subjects.....	484	553
Kindergarten .....	29	47
Manual training and shop work		
teachers .....	22	32
Home economics, etc.....	17	33
Music—vocal .....	18	25
Band and orchestra.....	2	12
Drawing .....	16	19
Ungraded and opportunity classes	5	14
Atypical classes .....	6	19
French .....	2	4
Spanish .....	4	10
Latin .....	3	3
German .....	3	—
Commercial subjects .....	1	11
Physical education and playground .....	6	24
Deaf .....	1	1
Speech defect .....	1	13
Elementary science .....	—	14
Home teachers .....	—	7
Vocational counselors .....	—	11
Totals .....	620	852

**REPORT ON SIERRA EDUCATIONAL NEWS**

**MABEL BOGESS,  
Assistant Secretary**

DURING the year 1920 there were, in the ten regular issues of the Sierra Educational News, a total of 624 pages, or an average of 62 pages for each issue. The total number of copies printed was 118,500, this being an average of 11,850 copies per month.

In these ten issues there were 250 articles, contributed by 102 persons. A careful study of the volume (Volume XVI) shows that all phases of education came in for treatment. Eleven articles relate specifically to problems of the elementary school, and 16 deal with

courses of study with reference chiefly to elementary and secondary curricula. Of articles relating to secondary education there were 16, and to higher education, 5. Organization, administration and supervision are treated in 19 articles; the problems of co-operation, teachers' councils, student government and so forth, in 4; social phases of education in 16; the community and larger school relationships, 7; the rural school, 6; professional aspects of education, teacher training and so forth, 32; legislation and general educational problems, 15 articles.

During the year, 83 pages were devoted to reports and digests of the Proceedings of the Council of Education and of the several Section meetings of the Association; an average of 8.3 pages per issue. Of the 51½ pages of single column matter in the Notes and Comment Department, there is about an equal division between State and National problems.

Of the 102 contributors, 27 are recognized national leaders. Higher education is represented by 13 contributors. Twenty-one classroom teachers wrote articles for the volume. Of outside the State contributors there were 26. Of the entire 102 authors, 27 were women. Of those from outside California, to whom the thanks of the News and the Association are due, may be mentioned: Cornelia S. Adair of Richmond, Virginia; F. G. Bonser, Teachers' College; Jessie L. Burrall, Washington, D. C.; United States Commissioner Claxton; William T. Foster; Superintendent MacCaughey of Hawaii; Joy E. Morgan; Josephine Corliss Preston, E. O. Sisson, George D. Strayer, Frank E. Thomson, Dr. A. E. Winship, and Dr. Thomas D. Wood.

The cost of paper and printing (exclusive of any other items entering into the production) was \$10,886.15, an increase of \$1352.79 over the previous year. This is slightly less than 9.2 cents per copy, or 92 cents for the 10 numbers. It must be borne in mind, however, that this is the cost of paper and printing only. The postage on the magazine was \$391.77, and the cost of wrapping and addressing, \$169.33. To this must be added the entire office and overhead expense, including all clerical and stenographic work, a heavy correspondence, postage, telephone and telegraph bills; the securing and examination of manuscripts; the examination of from 80 to 100 magazines and periodicals each month with attendant digests and reports; the careful study and review of many books covering all phases of education; the preparing of copy, editing, proofreading and making

up of the magazine, and the expense of securing advertising, commissions, etc.

Two or three matters in connection with the report on the "Sierra Educational News" may be emphasized at this time. First, as regards contributions for our columns. We are constantly reaching out for articles, papers or addresses with the view of publishing them in whole or in part. The teachers, both within the State and outside, are most courteous in submitting papers that have been prepared specially for the "News" or for some other purpose. All such contributions are desired and welcome. Only as these contributions come from all parts of the State and Nation, can the "Sierra Educational News" hope to reflect in its columns the trend of education, locally and nationally.

Much time is required to carefully read articles and communications. There is sometimes impatience manifested by those who send such contributions at delay in their appearing or the fact that we may be unable to use them. A valuable paper may not be adapted for a given issue of the "News." It may be much too long, or similar to one recently printed in the "News." It is sometimes not clearly understood by contributors that in order to meet the needs of primary, elementary, secondary and higher education, it is quite difficult to preserve a proper balance in a magazine, the size of which must adapt itself to financial conditions.

The needs of the rural schools must not be overlooked and there are other interests to be considered, such as teacher training, vocational education, organization and administrative problems, subjects pertaining to courses of study, and the like. At certain times, articles that have been specially prepared and submitted on approval, must be held in type for months owing to the fact that emergencies arise or official reports or legislative matters press for all available space in the magazine.

Complaints sometimes reach us that the "Sierra Educational News" is not being received by supposed members of the Association. With a mailing list as large as our own, a total this present month (April, 1921) of more than 15,000 copies, the task is no inconsiderable one. There is only one magazine in the State of California that has so large a circulation and there is no publication within the State whose mailing list fluctuates as does that of the "Sierra Educational News." The changes in address run from 600 to 700 per month. Frequently in certain sections, especially in the cities and notably in Los Angeles,

there have been 800 changes in address per month. Experts on mailing lists have thought this almost incredible until the records were examined. This means not only a great amount of clerical work but it sometimes results in a member not receiving the magazine for a given month. This entails not only dissatisfaction on the part of the member but an added amount of clerical work in our office. Second-class mail is not forwarded when an address is changed. In the majority of instances, the teacher does not notify our office of change of address. Unless we have notification of this change through the Postmaster, the magazine continues to go to the old address. We sometimes find that in the small post offices several numbers of a given volume will accumulate. These changes of address, in the larger cities especially, do not mean that an individual drops out of teaching during the year, but that he moves his residence from place to place. There are comparatively few changes of this kind in the Central, Northern or Central Coast sections.

It must be remembered that our membership lists are revised from year to year. The "Sierra Educational News" is sent automatically to members of the Association. When the membership lapses, the magazine is no longer mailed. The lists in our office are compiled from changes sent us by the secretaries of the various sections. These secretaries frequently

make up their lists from those submitted by teachers or superintendents or principals who act as collectors. A fee may be paid to the principal of a school. This fee may be retained until a number of such have accumulated, and reach the local secretary some time after the fee is paid. The name of the person joining the Association may reach our office a month or six weeks or even two months after the fee has been paid, but before the beginning of a subscription year. It takes considerable time to check our lists and enter the name. In the meantime the member may write us that no copies of the magazine have been received when it may be that the time for the subscription has not yet begun.

In most cases of non-receipt of the "News," we find that the teacher is not a member. It is very easy to forget to renew the membership and many of those who for years have regularly been members, permit their membership to lapse. In the case of a magazine of general circulation, sold on subscription only, an old subscriber may be retained on the list and subsequent numbers of the publication sent to him with a bill for same. This method cannot be used under the conditions that prevail in the California Teachers' Association.

These statements are made, not with any idea of criticism, but simply to clear up certain matters not generally understood.

#### REPORT OF COMMITTEE ON TEACHING TRAINING

THE members of the Council will remember that, at the December meeting your Committee on Teacher Training rendered a report in which detailed recommendations were made covering this vital subject in all its phases, including the work of the School of Education of the University. That report was not only approved by the Council but was specifically made the basis of the year's legislative program of the Association.

Your Committee now notes with pleasure that at the present session of the Legislature a number of measures dealing with teacher training which have received the endorsement of this Council are seemingly about to be enacted into law. One of the most noteworthy among these measures is the bill which aims to develop the Normal Schools into Teachers' Colleges with four year courses—which bill is upon the point of final passage. Another important measure is that for support of the

University in which an increase of \$100,000 is allowed the School of Education.

Recent developments at the University are very promising. An elementary observation and demonstration school has been definitely projected for next year. Preliminary plans for the Haviland building for the School of Education have been prepared by the University architect. The Board of Regents has appointed a committee of its members (including the President) to deal with problems and establish policies relative to teacher training.

As stated in earlier reports of your Committee, it is essential that the training of elementary school teachers should continue to be emphasized by the Normal Schools, for, after all, their main function is to prepare for the elementary school service. On the other hand the prime purpose of the University, viewed from the angle of teacher training, is the preparation of teachers for the regular high school

certificate. Some of the Normal Schools do prepare for certain special high school subjects, whereas the University has not done so (except in the subject of agriculture). Both Normal Schools and University should give more attention to preparation for the special secondary certificate for the reason that the supply of teachers of those branches is and will continue to be for some time wholly inadequate.

Therefore, there is need for the continuance of two year courses as now given in the Normal Schools, and there is need for third year, and ultimately for four year courses (and the new law will permit such organization to be effected). There should be so close an articulation between Normal Schools and University that any number of years of creditable achievement at Normal School should be given full recognition at the University. The ideal to be aimed at is not a Normal School, a Teachers' College, or a University each standing separate and apart from the other, but it is a thorough unification of interest among these institutions

so that they supplement each other to the fullest degree.

As has been pointed out heretofore in these reports, and by President Cox in his annual report and in an editorial in the April issue of the "Sierra Educational News," the function of the University should be that of giving advanced courses for the preparation of classroom teachers, supervisors and other administrators, through the use of extensive facilities in the form of libraries, laboratories, shops and research bureaus.

Your Committee asks that this report be looked upon as a further link in the chain in setting forth the problems relative to teacher training.

H. B. WILSON, *Devil*  
E. W. LINDSAY,  
A. H. CHAMBERLAIN,  
E. M. COX,  
A. J. CLOUD, Chairman,  
Committee.

#### AUDITOR'S REPORT

To the Board of Directors,  
California Council of Education:  
Gentlemen:

Pursuant to engagement, I have examined the records of the California Council of Education and the Sierra Educational News, and submit herewith a statement of Revenue and Expenses for the year ended December 31, 1920, and a Balance Sheet as of the close of the year, December 31, 1920.

All Cash receipts have been deposited in bank and all disbursements supported by properly authorized vouchers.

The accompanying statement of Revenue and Expenses for the year and the Balance Sheet as of the close of the year December 31, 1920, are in agreement with the books and, in my opinion, properly reflect the results of the operations for the period ending December 31, 1920.

C. C. STAEHLING, Auditor.

The Annual Meeting of the N. E. A. is to be held at Des Moines, Iowa, July 4-8. Superintendent Fred M. Hunter of Oakland is President. Miss Wilhelmina Van de Goorberg of Los Angeles is State Director for California. As State Delegates, under the new By-Laws, California has at least 9. Those named at the recent Council of Education meeting were Miss Van de Goorberg, President Cox and Executive Secretary Chamberlain, as ex-officio delegates, and the Presidents of the six Sections of the C. T. A. Representatives of local teachers' organizations are being named.

It is requested that those who are to go as delegates communicate at once with the Executive Secretary. It will soon be possible to announce railroad rates and ticket conditions.

## THE SIERRA EDUCATIONAL NEWS

STATEMENT OF REVENUE AND EXPENSES OF THE  
CALIFORNIA COUNCIL OF EDUCATION  
SIERRA EDUCATIONAL NEWSAnd  
C. T. A. REGISTRATION AND PLACEMENT BUREAU  
For the Year Ended December 31, 1920

## CALIFORNIA COUNCIL OF EDUCATION

## Revenue

Memberships:	
Bay Section:	
5292 memberships paid in 1920.....	7,938.00
2534 memberships paid for 1921, deducted.....	3,801.00
2758 memberships net for 1920.....	4,137.00
Central Section:	
491 memberships paid in 1920.....	736.50
108 memberships paid for 1921, deducted.....	162.00
383 memberships net for 1920.....	574.50
Central Coast Section:	
611 memberships paid in 1920.....	916.50
5 memberships paid for 1921.....	7.50
606 memberships net for 1920.....	909.00
Northern Section:	
761 memberships paid in 1920.....	1,141.50
10 memberships paid for 1921.....	15.00
751 memberships net for 1920.....	1,126.50
Southern Section:	
6,366 memberships paid in 1920 net.....	9,549.00
10,864 memberships, total for 1920.....	16,296.00
7 memberships paid in 1919 for 1920.....	10.50
10,871 * 1 membership Southern Section—Refunded (See Note).....	16,306.50
10,870 total memberships for 1920.....	16,304.50
Interest earned on Liberty Bonds.....	22.01
Interest earned on Savings Bank Deposit.....	68.20
Total revenue from all sources.....	16,394.71
Expenses	
Stamps and stamped envelopes.....	211.27
Stationery.....	188.22
Telegrams.....	88.53
General office expenses.....	358.87
Traveling.....	1,569.18
Telephone.....	149.64
Salaries.....	6,891.70
Miscellaneous printing.....	254.44
Miscellaneous expenses.....	547.66
Rent.....	385.75
Taxes.....	8.39
Depreciation, office equipment.....	220.82
Total expenses.....	10,874.47
Excess of revenue over expenses.....	5,520.24

## SIERRA EDUCATIONAL NEWS

## Revenue

Advertising .....	13,713.49
Miscellaneous income .....	28.05
Subscriptions:	
Paid in 1920.....	592.64
Paid in 1920 for prior years.....	70.00
Paid in 1920 for 1921.....	296.14
Paid in 1919 for 1921.....	226.50
Total revenue from subscriptions.....	177.50
Total revenue from all sources.....	404.00

\* The Southern Section sent in \$1.50 for a membership which was refunded in September. The amount, \$2.00, was refunded, however, instead of \$1.50. The Southern Section, therefore, should reimburse the California Council of Education in the amount of 50 cents in order to adjust the matter.

	<b>Expenses</b>
Stamps and stamped envelopes	253.44
Stationery	130.58
Telegrams	63.98
General office expenses	461.15
Traveling	515.06
Telephone	134.17
Salaries	4,527.17
Miscellaneous printing	157.39
Miscellaneous expenses	68.41
Rent	356.00
Taxes	8.39
Depreciation, office equipment	220.83
Printing News	10,886.15
Wrappers and Addressing	169.33
Mailing and postage	391.77
Bad debts	59.50
<b>Total expenses</b>	<b>18,403.32</b>
Excess of expenses over revenue	<b>4,257.78</b>

**C. T. A. REGISTRATION AND PLACEMENT BUREAU**

	<b>Revenue</b>
Fees	3,431.62
	<b>Expenses</b>
Stamps and stamped envelopes	342.30
Telegrams	12.17
General office expenses	337.11
Traveling	84.86
Telephone	213.07
Salaries	1,895.10
Miscellaneous printing	234.55
Miscellaneous expenses	104.52
Rent	137.50
Depreciation, office equipment	25.34
Advertising	386.45
<b>Total expenses</b>	<b>3,772.91</b>
Excess of expenses over revenue	<b>351.35</b>
<b>Summary of Operations</b>	
California Council of Education—net revenue	5,520.24
Sierra Educational News—net deficit	4,257.78
C. T. A. Registration and Placement Bureau—net deficit	351.35
<b>Combined net revenue</b>	<b>911.11</b>

**CALIFORNIA COUNCIL OF EDUCATION  
SIERRA EDUCATIONAL NEWS****C. T. A. REGISTRATION AND PLACEMENT BUREAU  
Balance Sheet as of December 31, 1920**

	<b>Assets</b>
Cash—Oakland Bank of Savings	9,441.28
Accounts receivable	2,975.45
Liberty Bond investments	300.00
Emergency Fund—Oakland Bank of Savings:	
For legislative purposes	2,213.34
Savings account for general purposes	1,731.85
Deposit—Wells Fargo National Bank	489.11
Office equipment	4,149.95
Post Office deposit	50.00
Office equipment—C. T. A. R. and P. Bureau	253.43
<b>Total</b>	<b>21,604.41</b>
	<b>Liabilities</b>
Accounts payable	3,613.30
Subscriptions paid in advance	296.14
Memberships paid in advance	3,985.50
Advertising paid in advance	388.22
California High School Teachers' Association	247.87
Reserve for legislative purposes	2,213.34
Reserve for depreciation—office equipment	1,333.95
Reserve for bad debts	83.87
Rapid Addressing Machine Company (in dispute)	266.50
Due from C. T. A. R. and P. Bureau for advertising	314.50
Net worth or surplus	8,860.82
<b>Total</b>	<b>21,604.41</b>

**CALIFORNIA COUNCIL OF EDUCATION  
MEETING OF THE BOARD OF DIRECTORS**

The Board of Directors of the California Council of Education met in annual session, pursuant to call, at 6:30 p.m., April 8th, in the office of the Executive Secretary, Flood Building, San Francisco. The meeting was called to order by President E. Morris Cox. Roll call by Secretary Chamberlain disclosed the presence of Messrs. Chaney, Cloud and Cox, Miss Richmond, Mr. Stephens, Miss Van de Goorberg and Mr. Wheeler. A communication from Mr. MacQuiddy was read, in which he stated that through illness he was still unable to be in active work. Miss Cecil M. Davis sat with the committee and represented the Central Coast Section.

The minutes of the last meeting of the Board of Directors were approved as printed in the February issue of the "Sierra Educational News."

The Secretary reported the organization of a new section of the Association for the North Coast region, to include the counties of Del Norte, Humboldt, Mendocino and perhaps Trinity. It was moved by Mr. Cloud and seconded by Miss Richmond that recognition be given the new organization and that there be transferred from the Bay to the North Coast section's account the sum of 50 cents per member for each teacher from the new territory who had paid Association dues for 1921.

The By-Laws of the Central section provide in Section 3 that the officers elected at any annual meeting shall assume office thirty (30) days following election. Thirty days not having elapsed between the recent meeting in Fresno and the Council meeting, the legality of their standing as Council members and of attending the Council meeting at the expense of their section, was raised by the President and Secretary of the Central section. It being highly important that no question should arise under such conditions, it was suggested that a resolution be sent to the various sections suggesting: That any person regularly elected to the Council of Education, take office immediately on election and serve for one year. Motion prevailed to constitute a committee composed of the secretaries of the several sections and the Executive Secretary. This committee is charged with the duty of examining the by-laws of the various sections to ascertain what portions, if any, are inconsistent with the by-laws of the State Association; to suggest reconciliations of by-laws or any other matters involved therein, and to report to the Board of Directors not later than July 1, 1921.

The case of Miss Willis, whose term as Council member expired at the last annual meeting of the Southern section, but who would remain a member of the Board of Directors until her successor was chosen and qualified at the annual meeting, was taken up. It frequently happens that those whose terms expire, do not attend the final meeting of the Board of Directors. Motion by Mr. Chaney provided that any person who ceases to be a member of the Council but who is a member of the Board of Directors, may attend the Board meeting with expenses

paid from the general fund, provided such expenses are not met wholly or in part by the section of which the member is a representative.

The Executive Secretary reported progress on the more complete organization of the Registration and Placement Bureau and suggestions were made for more effective work.

Ratification was given action by the officers, through motion by Mr. Stephens, in drawing upon the special legislative fund in the sum of \$250.00 to apply on the expenses of the Superintendents' Legislative Committee, the members of which, in working in conjunction with the Legislative Committee of the Council at Sacramento, were forced to meet their own expenses.

The Executive Secretary presented the report of the Auditor and the financial report for the year 1920. These reports were, on motion, adopted, and ordered printed in the "Sierra Educational News." Board adjourned.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

**ANNUAL MEETING, COUNCIL OF EDUCATION, CALIFORNIA TEACHERS' ASSOCIATION**

The annual meeting of the Council of Education met pursuant to call at 9:30 o'clock, April 9th, at the Hotel Oakland, Oakland. President Cox called the meeting to order. Roll-call by the Executive Secretary revealed the presence of the following members: Bay section—Mr. Avery, Messrs. Cloud, Cox, Colton, Cooper, DuFour, Glascock, Helms, Lange, Miss Power, Miss Wade, Mr. Wilson.

Central section: Mr. Lindsay, Miss Richmond.

Central coast section: Mr. Bird, Miss Davis.

Northern section: Mr. Chaney, Miss McCleery, Mrs. O'Neill, Mr. Robbins, Mr. Short.

Southern Section: Miss Besley, Mr. Clifton, Mr. Chenot, Mr. Hamman, Mr. Hammond, Miss Iverson, Mr. Keppel, Mr. Landis, Miss Mooseman, Mr. Shibley, Mr. Stewart, Mrs. Stanley, Mr. Stephens, Miss Van de Goorberg, Messrs. West and Wheeler.

The minutes of the previous meetings were, on motion, approved as printed in the "Sierra Educational News."

Mr. Wheeler's motion that during the meeting of the Council speeches from the floor be limited to four minutes received unanimous approval.

President Cox in a preliminary statement mentioned the organization of a new section covering the North Coast. He also spoke briefly regarding certain legislative matters and presented his annual report, which is printed herewith.

Miss Van de Goorberg, chairman of the Committee on Teachers' Retirement Salary Law, spoke of the progress being made at Sacramento in the matter of necessary amendments to the present law. The actuary has recently made his report before meeting of the State Board and the Legislative Committee of the Council of Education and members of various teachers' organizations present at Sacramento. As a result of the actuary's work and this conference the proposed amendments included:

1. The payment by each teacher into the fund of \$24.00 per year.
2. A total amount to be paid by the teacher of \$720.00.
3. The payment by the State of an equal amount, dollar for dollar, to that paid by the teacher; and
4. A retirement salary paid to the teacher of \$720.00.

The report by Miss Van de Goorberg, covering all the details of the development in the case to date, was well received. On motion of Mr. Wheeler, report was accepted.

The Executive Secretary reported for the Auditor, which report appears in this issue. The report was accepted.

The financial report was also made by the Executive Secretary, and on motion the regular procedure was ordered. Report accepted and printed herewith.

President E. L. Hardy of the State Normal School at San Diego was introduced. He spoke appreciatively of the work of the Council toward the development of better teacher facilities in the State.

Mr. Wheeler moved that a notice be inserted in each issue of the "News" calling attention to the fact that those who change their address should notify the office. Motion seconded and passed.

Mr. Keppel moved that the hour for the election of officers be set for 2:30 in the afternoon. Duly carried.

The matter of affiliation with the N. E. A. and of delegates to the National Convention was brought forward by Chairman Glascock of the Committee. The report made at the last meeting was again presented. Various suggestions were made and fully discussed, including: that at least one representative be allowed each section, the larger sections being permitted the larger number of delegates; that each section have one representative and that alternates be chosen from those sections having the largest membership; the nomination of a representative from each section, these nominees to be referred to the President of the given section for appointment, and that three alternates each be nominated from the Southern and the Bay sections, these to form a list to fill vacancies. As a result of this discussion it was finally decided that for the present year, in order to simplify matters, that in addition to the President and Executive Secretary of the Council and the State Director of the N. E. A. for California, the President of each of the six sections of the C. T. A. should serve as delegate to the N. E. A. Any additional alternates are to be appointed by the governing body of each section, the Bay and Southern sections to nominate three alternates each.

The motion prevailed that in case any regular delegate to the N. E. A. does not by the 1st of June notify the President of the C. T. A. of his or her inability to attend, the President shall appoint from the list of alternates.

There prevailed at this point a motion by Mr. Glascock that as far as the treasury of the Association permits, the C. T. A. meet the expenses of the President, Secretary and State

Director, in attendance at the N. E. A., with the request that the various sections defray, if possible, the expenses of their delegates. Hope was expressed that in the future the N. E. A. would be able to handle this matter of expenses. The Board of Directors was requested to take this matter up with the N. E. A. officials.

Miss Lulu Shelton of Oakland spoke in regard to Senate Bill No. 962 and Assembly Bill No. 1221, and on the necessity for preventing the passage of these two bills.

The Council adjourned to meet at luncheon as the guests of the Alameda County Teachers' Association. This courtesy was highly appreciated.

The afternoon session opened at two o'clock. Motion prevailed that the Committee on Affiliation with the N. E. A. make an early study of the methods being used by the different local and State associations in electing their representatives to the N. E. A. and especially the methods in use in Ohio.

The President announced that heretofore in the election of Board members that the representatives of each section had canvassed the matter separately and had brought forward their recommendations. In the past the Southern section had been allotted four members on the Board, the Bay section three, and the North and Central sections one member each. Mr. Keppel moved that the Central, Central Coast, Northern and North Coast sections be allotted one member each, the Bay section two and the Southern section three. This motion was seconded by Mr. Cloud and prevailed. The Council then recessed and on reconvening the following nominations were made for members of the Board of Directors:

Bay section—Messrs. Cloud and Cox.  
Central section—Miss Richmond.  
Central Coast section—Miss Davis.  
Northern section—Mr. Robbins.  
Southern section—Mr. Hill, Mr. West, Miss Van de Goorberg.

For members of the Advisory Editorial Board:  
Bay section—Miss Wade.  
Central section—Mr. T. F. Valentine, State Normal School, Fresno.  
Central Coast section—Mr. A. H. Mabley, San Luis Obispo.

Northern section—Miss McCleery.  
Southern section—Miss Ruth Smart, Long Beach.

On motion the Executive Secretary was ordered to cast the unanimous ballot for those nominated. Motion prevailed and their election declared.

Mr. Keppel moved that the Board of Directors be informed that the Southern section of the Council desired the election to the presidency of Mr. E. Morris Cox. Motion was unanimously adopted.

Motion prevailed that the officers of the Association prevent, by every honorable means in their power, the passage of Senate Bill No. 962 and Assembly Bill No. 1221, the first relating to tax limitation and the second the revocation of the certificates of teachers who presumed in any way to discuss or comment upon any section of the Constitution of the United States.

The report of the Committee on Teacher Training was presented by Chairman Cloud and adopted. It is printed herewith.

Full discussion was given the matter of proposed amendments to the By-Laws of the California Teachers' Association. Four amendments were voted upon favorably by the Southern section in annual business session December last. The Central Coast Section at its recent annual meeting also ratified the four proposed amendments. These amendments were:

1. Affording power to the section Council to elect members to the Council of Education.
2. Giving power to the Council of Education to change by unanimous vote by sections the proportionate number of representatives.
3. The Council of Education to have the power by two-thirds vote to amend the By-Laws.
4. That a two-thirds vote of sections representing five-sixths of the membership, shall be sufficient to carry an amendment.

The Executive Secretary was instructed to request action by the various sections upon these proposed changes to the By-Laws.

Mr. Wheeler, who brought forward the previous matter, also asked that action be taken on a proposed increase in the dues from \$2.00 to \$3.00. At the last meeting of the Southern section the business meeting had voted favorably to such increase and upon a division of the dues, \$1.00 to the section and \$2.00 to the Association. Mr. Wheeler moved that the Board of Directors be asked to place the dues at \$3.00 with the division as suggested. Mr. Cloud moved as an amendment that the Council recommend an increase to \$3.00, the sections being asked to pass upon the matter, and that a favorable vote of four out of six sections should call for the increase in dues. The final motion as amended prevailed, the Executive Secretary to submit the matter to the various sections advising that the Board of Directors favor the increase and that an affirmative vote by four sections shall constitute ratification and thereupon the increased fee should become effective.

The President requested any member of the Council who had in mind a line of investigation or a matter requiring action by the Council, to make this fact known and to suggest the appointment of any committee that may seem desirable. He further stated that in naming the committees he would undertake to ascertain the special committee upon which a given number chose to work. After thanking the members of the Council for their interest in the work of the Association and their consideration toward him as President, the meeting, on motion, adjourned.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

#### MEETING OF THE NEW BOARD OF DIRECTORS

The meeting of the new Board of Directors was called to order by President Cox in Hotel Oakland at 4:50 p. m., April 9th. Roll call by the Executive Secretary disclosed the presence of Mr. Cloud, Mr. Cox, Miss Davis, Miss Richmond, Mr. Robbins, Miss Van de Goorberg and

Mr. West. Secretary Chamberlain, acting as temporary chairman, announced the recommendatory vote of the Council for Mr. Cox as President and called for nominations to the office. On motion, Mr. Cox was unanimously chosen for President for the ensuing year. The President then assumed the chair. Mr. Chamberlain was elected Executive Secretary.

The minutes of the previous meetings were approved as printed in the "Sierra Educational News."

The Secretary was authorized to communicate with the several sections to request that the four points under proposed changes of the By-laws of the State Association, if not already passed upon by the sections, be submitted to the members for their consideration at the next annual meeting. The Executive Secretary was also authorized to communicate to the several sections the request that the sections vote upon the advisability of increasing the membership fee in the Association from \$2.00 to \$3.00, the Southern section having voted favorably upon this matter at its last annual meeting, the members of this section earnestly requesting the higher fee. The Board of Directors and the Council of Education had previously asked (without recommendation) that the sections give attention to the matter of a proposed increase in dues. Through motion, the Secretary was authorized to state to the various sections that the Council and Board advised such increase.

Re-affirmation was given the desirability of the Executive Secretary attending every meeting of the N. E. A. or of the National Superintendents' Convention or other national educational meeting.

There was unanimous approval given the motion that the President of the Association and the State Director of the N. E. A. should attend the annual meeting of the N. E. A., the California Teachers' Association to pay the expenses incident to such trips, provided that such expenses were not otherwise met. These representatives were requested to use their best efforts to the end that their expenses and those of other California delegates should be met by the N. E. A.

The Executive Secretary requested the Board to appoint a member to serve on the Budget Committee. Miss Cecil M. Davis was duly named to act in this capacity. Meeting adjourned.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

#### HOW WIDE IS THIS RIVER?

Here is a simple problem that calls for a knowledge of elementary arithmetic and reasonable amount of reasoning power, although at first sight it may appear abstruse. Two ferry-boats started simultaneously from opposite sides of a river, but as one boat was faster than the other, they passed at a point just 720 yards from the nearer shore. Each boat remained ten minutes in its slip, and then started to return. At this crossing they met and passed at a point 400 yards from the other shore. Now then, who can figure out the width of the river?



# EDUCATIONAL LITERATURE

**Principles of Human Geography**—By Ellsworth Huntington, Research Associate of Geography, Yale University, and Sumner W. Cushing, late head of the Department of Geography, State Normal School, Salem, Mass. John Wiley & Sons. Pages 430. Price \$3.50.

In writing the above-mentioned book the authors performed a valuable service. It is the human element in geography which is most vital, but the significance of this cannot be grasped without some understanding of the physical environment of man. Enough of the physical is presented to enable the student to interpret the human, but an extended study of physiography is quite properly omitted.

The book consists of eight important parts in each one of which principles of human geography are presented and illustrated. In view of the fundamental importance of climate, and of the further fact that it acts through other phases of geographic environment, it is unfortunate that climate does not appear as one of the first of these large divisions.

While entirely scientific and accurate in its statements, and well organized from a pedagogical point of view, the book is so written as to be intensely interesting to the student and informative to the adult. Proper emphasis is placed on commercial aspects and possibilities, industrial development, regional occupations, and always in their relation to the human element, and with proper regard for the physical foundations.

Among the valuable departures from current practice is the emphasis placed upon irrigation and its results, inland waterways and the soil. The book is a real contribution to the field of human geography.

The 118 maps, diagrams, graphs and pictures, the splendid typographical work and attractive make-up of the book add no little to the value of the volume.

**Canciones Populares.** Arranged and edited by Allen Luce, A. M., Assistant Professor of Music, University of Porto Rico. Silver, Burdett and Co. Pages 138.

This collection of idiomatic songs, in Spanish, from Spain and Spanish America, with their original lyrics, is a significant contribution of source material to the teaching of Spanish music and literature. It should prove of great value in secondary schools and colleges, and for reference use by teachers and students of the language. The book is divided into four sections which include: Part I, Songs from Porto Rico (58 pages); Part II, Songs from Cuba, Spain, and Mexico (32 pages); Part III, Patriotic and popular songs in constant use in Porto Rico, translated into Spanish from other languages (28 pages); and Part

IV, Porto Rican folksongs and singing games (18 pages).

**An American History (Revised Edition).** By David S. Muzzey, Ph. D., Barnard College, Columbia University. Ginn and Company. Pages 537 (text) and 46 (appendix and index).

This is the latest up-to-date revision of De Muzzey's "An American History" so favorably received for high school use some years ago. Needless to remark, the merits of the original version are retained in the new, and even heightened by the fruits of experience in authorship. Those merits may be briefly described as being chiefly, first, the plan of the book, by which important current problems and movements are given their proper setting in the development of the nation; and, second, the style, which is so lucid and concrete as to be well within the grasp of students of high school age.

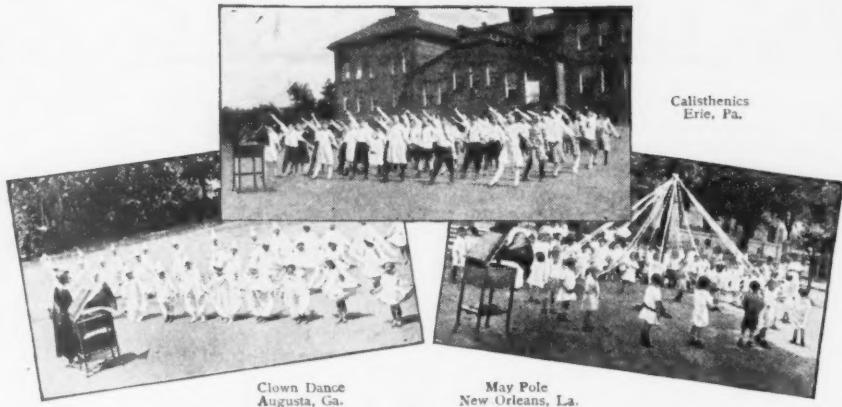
The newer parts deal in the main with events of national consequence of recent years, particularly those which have grown out of the great conflict from which we have just emerged. The final chapter is devoted to "America and the World War," and is divided into three sections as follows: Neutrality, Participation and Problems of Peace. The treatment is inspiringly patriotic, as well as authoritative in a factual sense.

The volume is copiously illustrated with excellent prints and maps. In paper, type and general workmanship it reaches a very high mark of excellence.

**The School Printshop**—By Katharine M. Stillwell, Teacher of Printing, University Elementary School, University of Chicago, Rand, McNally & Company. Pages 226.

Here is a book that is the outgrowth of practical teaching experience with classes of students from the elementary schools, the high schools, colleges and after-school volunteer workers who were interested in printing from the vocational standpoint. The following chapter headings will give an idea of the very practical character of the book: A description of type; Learning the case; Spacing; Directions for composition; Proofreading; Locking up; Impression; The press; The distribution of type; Measuring; English; Art in printing; How to make illustrations; Paper; Suggestions to young printers. The appendix is filled with helpful suggestions to teachers of printing. A glossary gives clear explanations of technical printing terms. The many illustrations are a feature of the book. All in all the School Printshop is a notable book and will be found useful to teacher, to student and to craftsman.

Superintendent Cole, speaking of the Denver Opportunity School, says it is "for any one who needs to learn any useful thing at any time."



## Out-of-door days are here! Bring added joy to them with the Victrola

The Victrola is an ever-ready and tireless accompanist that can bring you correct, vigorous music for your

### Folk Dancing

Over one hundred European and American folk dances may be had on Victor Records supervised by Elizabeth Burchenal and Cecil J. Sharp, the foremost authorities in America and England.

### Interpretative Dancing

Dainty waltzes, stately minuets, sprightly polkas, and imaginative fantasies are recorded that make excellent accompaniments for aesthetic and interpretative dancing.

### Drills

Stirring marches, lilting waltzes, etc., make admirable accompaniment for wand, sword, ribbon, military, and may pole drills.

### Games

Many singing games embodying the very spirit of wholesome play may be had on Victor Records.

### Calisthenics

Zestful pleasure is added to formal gymnastics and calisthenics when music removes the monotony of cut-and-dried counting.

For further information consult any Victor dealer or write

#### Educational Department

**Victor Talking Machine Co.**

Camden, N. J.



**Victrola XXV**  
especially  
manufactured for  
School use

This is the instrument that is used in thousands of schools. Many years' experience has proved it is the instrument best adapted to all-round school use.

When the Victrola is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.



"HIS MASTER'S VOICE"

REG. U. S. PAT. OFF.

This trademark and the trademarked word "Victrola" identify all our products. Look under the lid! Look on the label! VICTOR TALKING MACHINE CO. Camden, N. J.

Say you saw it in the Sierra Educational News



## NOTES AND COMMENT



Here is an educational creed adopted and programmed by the Ohio Federation of Women's Clubs concerning education: adequate financing of our public schools; a competent, specially trained teacher in every school room, with a salary proportioned to her efficiency; equal opportunities and a high school education for every child in the State; well-equipped centralized schools in rural districts, with courses of study suited to the needs of the rural child; every school open 12 months in the year for instruction in some form; teachers employed 12 months in the year; vocational education and physical training in every school; visual education—films for primary teaching in every school, and for geography, history and literature in the upper grades; and every school a community center.

Measured by this scale, where would California be?

Generous note should be made of the establishment at Stanford University of a Food Research Institute. The California institution cooperates with the Carnegie Corporation of New York for the intensive study of the problems of the production, distribution and consumption of food. It is understood that the suggestion of such provision for food investigation came from Herbert Hoover, whose war experience showed how necessary is a study of food supply in its various phases to attain the maximum of human efficiency. Under the terms of the agreement, the Carnegie Corporation provides a fund of \$700,000 for its support for a period of ten years. The directorate is to consist of three men of science, with an advisory committee of nine representing agriculture, consumer, economic and other groups of the community. Of the directors, one will represent physiology, and the chemistry of nutrition, one economics and food distribution, and one the chemistry of food manufacture and agriculture. In time it is provided that a few specially prepared students may be admitted, and certain fellowships be available for graduate students of high intellectual promise. The primary purpose of the organization will be research in its particular field. It should be "a clearing house for plans and ideas for extending and utilizing the food supply of the world and the training of specialists in the service."

Special Summer Session Courses in Agriculture will be offered by the University of California at the Chaffey Junior College of Agriculture from June 20th to July 30th. The courses are designed to prepare teachers and prospective teachers of agriculture in California schools to meet the certification requirements of the California State Board of Education. All courses, in so far as possible, will be conducted by the

informal problem or project method. The many courses to be given are broadly grouped as follows: Rural institutions; Agricultural education; Education; Agricultural Engineering; Animal husbandry; Citriculture; Pomology; Poultry husbandry; Entomology. J. B. Lillard, State Supervisor of Agricultural Instruction, has called the annual conference of California instructors of vocational agriculture to meet at the Chaffey Junior College of Agriculture on July 11th and 12th. The program for this highly important conference will be of especial value to the Smith-Hughes agricultural teachers of the State.

"The only practically applicable measure of any teacher's worth is the cost of such service as she renders. How much will it cost to fill the teacher's place; For how much can we secure a teacher as good, should the place become vacant. Length of service is not merit. Faithfulness, conscientiousness, loyalty, and hard work are most commendable characteristics; but, alone, these characteristics can not be made the basis of an increase in salary, for we demand all these qualities, and many more like them, of every teacher whom we employ at any salary."

## Victrolas in the Schools

We will gladly demonstrate the Victrola in any school. Phone, write or call at any of our stores.

Special School Model, \$115.00  
Other Models, \$25.00 to \$430.00

Easy Terms

**Sherman, Clay & Co.**

### PIANOS

Kearny and Sutter Sts.....	San Francisco
Fourteenth and Clay Sts.....	Oakland
Ninth and J Sts.....	Sacramento
325 E. Main St.....	Stockton
J and Merced Sts.....	Fresno
190-192 South First St.....	San Jose
Sixth and Morrison Sts.....	Portland
Third Avenue at Pine.....	Seattle
928-930 Broadway.....	Tacoma
808-810 Sprague Ave.....	Spokane

### PIANOLAS

Kearny and Sutter Sts.....	San Francisco
Fourteenth and Clay Sts.....	Oakland
Ninth and J Sts.....	Sacramento
325 E. Main St.....	Stockton
J and Merced Sts.....	Fresno
190-192 South First St.....	San Jose
Sixth and Morrison Sts.....	Portland
Third Avenue at Pine.....	Seattle
928-930 Broadway.....	Tacoma
808-810 Sprague Ave.....	Spokane

# To Teachers of High School History

**H**AVE you seen the new book, **Elson's Modern Times and the Living Past?** ¶ Its unusually appealing character warrants your special consideration in the selection of textbooks for your classes. There has never been a book on this subject which was at once so historically true, so discriminating, and so full of meaning to American boys and girls. **Elson RE-CREATES history.**

---

---

## AMERICAN BOOK COMPANY

121 SECOND ST., SAN FRANCISCO

New York Cincinnati Chicago Boston Atlanta

In connection with memorial services for the eleven students of the Oakland Technical High School who died in service, the bronze tablet put in place was designed by Goddard Gale, a pupil of the school, and cast by another pupil, F. DeRoma.

**Santa Barbara high school**, occupying a 20-year-old building and inadequate to present needs, seeks more room. Board of Education, Chamber of Commerce and leading citizens contemplate a \$500,000 bond issue for a new structure. The present building will be used for a lower high school.

Upon what would seem to be reliable information it is estimated that of every 1000 pupils who enter the elementary schools 139, or nearly 14 per cent, graduate from high school. This is double what it was within the memory of contemporary principals. Since 1890 the increase in high school enrollment has been more than 700 per cent.

And now, in confirmation of the claims for teaching Spanish in the schools, comes a message of the President of a South American republic, giving his conviction that not until Spanish is taught as freely in our schools as is English in his country, will the United States enjoy cordial economic and civic relations with that half of the hemisphere.

**Superintendent C. J. DuFour** has plans about completed to include the practical aspects of banking in the Alameda high school course of study. Pupils may elect this course, making weekly deposits in the school bank, submit an accurate account of receipts and expenditures at the end of the term together with a 500-word statement on "what they have learned." The work carries credit toward graduation. Has any other city in California (or any other State) made such venture?

With 75,000 members, the National Education Association is a true delegate organization. Thirty-eight of the forty-eight state associations are affiliated with the parent body. Five hundred and fifty local associations are so related. Each is entitled to send delegates to this assembly at its annual meeting (this year at Des Moines, Iowa, July 4-8).

Approximately 6000 N. E. A. members were registered at the Atlantic City meeting. Probably 1000 of these were there representing administrative positions, rather than instructors. It is significant, however, of the new interest among teachers in the right conception and effective management of the schools that 5000 of them should have counted it worth while to attend a conference distinctly for the other class. More than half the States of the Union were represented. The program included 567 names, nearly 400 formal addresses, and the work of 55 departments, sections, organizations and conferences. The list of these last reads like a directory.

Say you saw it in the Sierra Educational News

*The largest selling quality pencil in the world*

# VENUS PENCILS

THOSE who want smooth, firm, non-crumbly leads and absolute accuracy of grading select the matchless VENUS —perfect for every scholastic and collegiate purpose.

17 black degrees, 3 copying

For bold heavy lines  
6B-5B-4B-3B

For general writing and sketching  
2B-B-HB-F-H

For clean fine lines  
2H-3H-4H-5H-6H

For delicate thin lines  
7H-8H-9H

Plain Ends, per doz., \$1.00  
Rubber Ends, per doz., 1.20

At stationers and stores throughout the world.

**American Lead Pencil Co.**  
219 Fifth Ave.  
Dept. B  
New York  
and London, Eng.

# *A Remarkable Record*

## Frye-Atwood Geographies

*Published in May, 1920*

Adopted by Indiana (the only state adopting geography since that time).

Adopted by 17 out of 18 counties adopting geography in Illinois.

Adopted by 8 out of 13 counties adopting geography in Washington.

Adopted by 8 out of 12 counties adopting geography in Ohio.

Adopted by 18 CALIFORNIA COUNTIES for supplementary use.

Portland, Ore., and St. Joseph, Mo., have recently adopted these geographies and literally hundreds of cities and towns are now using **FRYE-ATWOOD**.

The publishers maintain a separate department whose duty it is to see that the latest authoritative information is immediately incorporated in the books.

### ***BOYS and GIRLS UNDERSTAND GEOGRAPHY with FRYE-ATWOOD***

rather than simply memorize geographical facts.

---

Teachers' Manual Sent Free of Charge

---

**GINN & COMPANY**  
20 SECOND STREET SAN FRANCISCO

Among the school classes that have visited the State Legislature the present session under the guidance of their teachers, to observe the process of law-making, few of them are racially homogeneous. But a recent one broke the record for heterogeneity. It was a Sacramento school of 40 children, representing the Chinese, Japanese, Mexican, Negro, Portuguese, Korean and Caucasian races. This would seem to be an undisguised experiment in the "melting pot" process.

The **Stanley Works**, New Britain, Connecticut, has just issued a new edition of the Ball Bearing Butt catalog. With its 48 pages printed in two colors, the catalog will be of real use to architects and builders. A feature of the book is the detail drawings showing the various types of Stanley Ball Bearing Butts applied to wood, Kalamein and metal doors and jambs. A copy of the catalog will be sent on request.

The **Summer Sessions of the San Diego State Normal School**, to be held from June 27th to August 5th and from August 8th to September 2nd, will offer many special courses of unusual interest to teachers. Courses in dramatic expression and speech arts given by Leo Cooper will include voice and oral reading, pantomime, stage technic, drama construction and rehearsal of plays. The courses in Home Economics include Americanization through home economics, millinery, sewing, household finances and plain cooking, without pre-requisites. The courses in art include batiking, mono printing, block printing, etc. Courses in industrial arts for grades four to nine, inclusive, include the theory of projects with demonstrations. The courses in physical training deal with material and methods of the present State program, and with activities for all grades using the State Manual as a text. Special courses have been arranged along the line of agriculture, nature study, wood work, etc. Courses in collegiate work will include history, sociology, literature, geography and Spanish.

The appearance of "Commerce Journal" at the College of Commerce and Business Administration at the University of Southern California, marks a new stage in the progress of that dynamic institution. This paper is edited by students representing the recently organized Commerce Club and is replete with interesting information. The first annual report of the Director of the College indicates that the college has already made a very strong impression upon the business of Los Angeles and vicinity.

Candidates for admission to Yale University will be examined hereafter on the basis of their senior class work in the accredited schools from which they came. No lowering of standards is contemplated, but it is expected to make the transition easier from the public schools to the university. This is a truly western action.

The new plan is thus described by Prof. Robert N. Corbin:

"Upon the recommendation of his principal or head master a candidate whose school record shows that he has completed with certifi-

## Gold Medal Crayons



### Crayola Crayons for Cut Paper Work

This is the month when children delight in making May baskets and cutting paper birds, butterflies and other forms.

CRAYOLA CRAYONS will help to give a greater interest to the subject, and greater beauty to the cut forms.

In showing children how to color these the use of LECTURERS CRAYONS will create additional interest. The two crayons mentioned belong to the family of

#### Gold Medal Crayons

Write for our brochure on blackboard drawing, and for sample colors

**BINNEY & SMITH CO.**

81-83 Fulton St., New York City



## For Every Use

**"C'est bon!" said the children in school  
on the marsh when Colgate's Ribbon  
Dental Cream came to them.**

MY school is situated on the edge of the sea marsh which joins the Gulf of Mexico on the Southern border of Louisiana. Nearly all the children, when I informed them of Colgate & Co.'s generous offer, had never heard of Dental Cream and quite a number had never seen a tooth brush.

"Our first step was to send for the Colgate Educational Material. While impatiently awaiting the package, we sought to equip each and every child with a tooth brush. This was easier said than done, as nickels were scarce and mothers obdurate. (Buying a tooth brush was 'wasteful extravagance'). However, with eggs to trade and coppers, the required amount was raised for each one and the school soon resolved itself into 'The Tooth Brush Teasers,' with a brush cut out of paper

for a symbol. The secret signal was the motion of brushing teeth; call for help or danger, motion of nursing aching tooth.

"And when the package arrived! The fun of opening; the distributions; the trial—the cries of 'Oh c'est bon—si c'est bon—c'est bon pour manger!' for these are all French speaking children.

"Then all settled down to the contest for whitest teeth, for which a large tube was given to the boy and girl who showed greatest improvement in the color of the teeth. The change was apparent from the first day and many are the comments on the white and smiling faces now seen at the little school on the marsh."

Mrs. N. J. De Rouen  
New Iberia, La.

**SEND FOR FREE HELPS**

Send today for practical suggestions for handling your dental hygiene work.

Reminder cards, dental lectures, clever jingles, charts and other material will vivify the subject for you and for your pupils. Each child in your class will receive a trial size tube of Colgate's Ribbon Dental Cream, the safe, cleansing dentifrice.

You can feel perfectly safe in putting this dentifrice in the hands of your pupils, for it contains no harsh grit or harmful chemicals to injure the most sensitive mouth. And the delicious flavor of Ribbon Dental Cream is so helpful in fixing the night and morning tooth-brushing habit.

Colgate's Classroom Helps will be sent free to you, as a teacher, once a school year. And for your personal use is included a dainty gift of other Colgate products.

COLGATE & CO.  
Dept. 30  
199 Fulton St., N. Y.

I am a teacher in the

School.....

District No.....No. of pupils

in my direct charge.....

Reference (name of School Superintendent or member of School Board)

Your Name.....

Town.....Population .....

County.....State .....

Send me, free, "Colgate's Classroom Helps." I am enclosing 12c in stamps to help defray cost of "The Clean Story" record. (Cross this out if you cannot use record.)

(Write here, accurate express or parcel post shipping address, stating which

(This offer good only in U. S. A.)

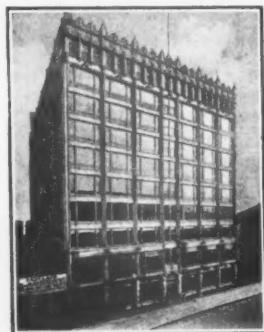
**COLGATE'S  
RIBBON DENTAL CREAM**

Say you saw it in the Sierra Educational News





New York: 285 Fifth Ave.



Chicago: 623 S. Wabash Ave.



Boston: 80 Boylston St.



San Francisco: Phelan Bldg.

## *The GROWTH of an IDEA*

The removal of our New York offices to the new Textile Building at 285 Fifth Avenue, where we have double the space formerly occupied, emphasizes anew the tremendous growth of an idea, and its importance to the schools and users of school books.

Gregg growth is the result of an idea that proved its worth in the field of shorthand. Eighty-seven per cent of the cities of the United States whose high schools teach shorthand have indorsed the idea by the adoption of Gregg Shorthand for exclusive use. The good judgment of the private commercial schools is reflected in the fact that ninety per cent are using it.

Gregg Shorthand paved the way for the development of a complete line of distinctive textbooks in the commercial education field.

The worth of these books widened our field of activity, established contact, and increased organization and the power to serve.

Three years ago the Gregg organization entered a new phase of its development and growth by broadening the scope of its usefulness to include the general textbook publishing field.

Important and distinctive books in the field of mathematics, modern languages, English classics, economics, bookkeeping, and other business subjects have been added to our list of titles. In the field of literature we have had the assistance of Richard Burton, Brander Matthews, Albert Bushnell Hart, Leon H. Vincent, Edwin Bjorkman, Charles E. Rhodes, William Lyon Phelps; in mathematics, John H. Walsh, Marie Gugle, George P. Lord; in business subjects, J. Anton de Haas, Graham A. Laing, W. E. Bartholomew; in the languages, d'Arlon & Gielly, E. H. Harrison, Mapes & de Velasco, Oscar Galeno, Julio Mercado.

The standards established in the commercial field will be maintained; they are carrying over into the new field.

Extensive offices and depositories at five good distribution points in the United States and England enable us to serve the schools quickly and adequately.

*Ask our nearest office for complete list of titles*

**THE GREGG PUBLISHING COMPANY**  
New York Chicago Boston San Francisco London

**In Greater New York,** the people who can not read English equal in number the total population of Oakland. The board of education has the names of 260,000 who have no knowledge of English-speaking, reading or writing, and distributed to the evening school principals for use in enrolling men and women in classes.

**It is said that 100** new school rooms, each large enough to accommodate 50 pupils, are needed each year to provide for the normal increase of school children in Oakland. The task of selecting teachers in such numbers and of undoubted qualifications, for one city even, is no small one: what must it be for 5000 new teachers annually for the entire state!

**The Pacific Division A. R. C.**, headquarters at Hyde and McAllister Sts., San Francisco, maintains a collection of Red Cross motion picture films which may be rented, and have been found instructive by church societies, schools, Boy Scout troops, Y. M. C. A. and Y. W. C. A., community centers, American Legion posts, and other organized societies. They are so distinctly educational in a good cause, their mention deserves a place in a school paper.

**Nicholas Ricciardi,** district vocational officer under the Federal Board for Vocational Education, has accepted the presidency of the State Polytechnic School at San Luis Obispo. Mr. Ricciardi is well known throughout Central California for his services in the Oakland schools and in the C. T. A., and for his active interest in civic and occupational problems as they concern education. The State and this particular school may well be congratulated on the selection of so accomplished a director of its educational work.

"**The need for getting information**—the right information, the best that the present state of Science can give us—across to the average man, woman and child, is self-evident." And this has to do, not with health only (to which the words originally applied) but to every human need where knowledge may be turned to wisdom.

**Readers will find, in the March Atlantic** Monthly, an illuminating report of a study of "What College Students Don't Know," by Prof. Paul V. West of the University of Wisconsin. So far as it states facts, the story is more pathetic and disheartening than, through its "howlers," amusing. The excuse of the student is: "Our college work keeps us so busy that we have no time to read the newspapers and magazines." It is evident that the fault is not wholly with the college, but in the six or eight pre-college years.

"**The construction of public school buildings**, the maintenance of schools of every grade, from kindergarten to high schools or even colleges, and the selection of teachers, require the best thought and effort of one of the city's most important departments, the Board of Education." This function is co-ordinated, in a recent issue of the Literary Digest, with the function of pre-

## J. B. Lippincott Company's

### NEW PUBLICATIONS

**GEOGRAPHY** (Physical, Economic, Regional). By James F. Chamberlain, Ed. B., S. B.). Economic Geography presents a comprehensive view of industrial and commercial conditions as applied to the world.

A High School Text. List Price.....\$2.80

**AGRICULTURAL ECONOMICS**, by James E. Boyle. Aim is (1) To interest readers in Agricultural Economics. (2) By illustrations point out the most significant problems. (3) Stimulate thinking which may help toward the solution of their problems.

List Price .....\$3.00

**HOW TO TEACH AGRICULTURE**, by A. V. Storm and K. C. Davis. The book is valuable for the rich list of projects given in every phase of agriculture. The scope of each project is usually suggested.

List Price .....\$3.00

**THE PROJECT AND THE CURRICULUM**, by Margaret E. Wells, B.S., Ph.D. Dealing with problems relating to organizing the curriculum for each grade of the Elementary School.

List Price .....\$2.00

**J. B. LIPPINCOTT COMPANY**  
2126 Prairie Ave.

Chicago, Illinois

## HOME ECONOMICS

For Junior High Schools

### The Simplest, Latest, Best Textbook

is Prof. Mary L. Matthews' new book

### Elementary Home Economics

A real textbook in Sewing and Textiles, Foods and Cookery, and the Care of the House

More than a hundred illustrations  
Abundant laboratory practice

Already adopted as the exclusive text for grades VII and VIII in the public schools of Indiana and New Mexico

Published in January, 1921  
Mailing price \$1.40

**LITTLE, BROWN & COMPANY**

34 Beacon Street, BOSTON

*The New Beginning Spanish Book*

## Cuentos y Lecturas en Castellano

By MARIA SOLANO, Boston Normal School

A book which is small in size, definite in scope, thorough in treatment, and which can be finished in a year. Pupils will not tire of it.

Material which is fresh, free from monotony, full of charm for the pupils, and written in a spirited style.

Excellent gradation with freedom from rigidity.

Attractively illustrated with  
pen and ink drawings and maps

## En Espana—A Spanish Reader

By GUILLERMO RIVERA, Harvard University, and  
HENRY GRATTAN DOYLE, George Washington University

Presents in current, idiomatic Spanish of moderate difficulty, a large amount of informative reading material of practical interest dealing with Spain. Vocabulary of everyday nature, thoroughly practical, but sufficiently varied. Illustrated.

### SILVER, BURDETT & COMPANY

BOSTON

NEW YORK

CHICAGO

SAN FRANCISCO

## Modern Democracies

by

JAMES BRYCE,

Former Ambassador to the United States

Lord Bryce has had this work in mind for some years, and just before the war he visited the six most important countries having democratic forms of government—the United States, Australia, France, Switzerland, Canada and New Zealand—with the idea of interpreting modern democracy as it appears in its chief examples.

This book presents a general view of both earlier and later types of democracy and attempts to determine "what democracy has accomplished or failed to accomplish as compared with other kinds of government for the well-being of each people."

All readers and thinkers should own this most important work on government of this decade.

In Two Volumes. Price \$10.50

Published by

**The Macmillan Company**

609 Mission Street

San Francisco

serving order, conserving health, the construction and care of streets, and the encouragement and regulation of what are known as public utilities: water, gas, electricity, transportation and telephone service. One is led to wonder how many people habitually think of education as belonging to this group of municipal functions.

Among the **Oakland Industrial** establishments much attention is being given to physical training and athletic exercises. Nearly 75,000 were enrolled in the physical department; 6000 in social games and entertainments; 688 men found employment; and in the boys' department, with an enrollment of more than 1000, they were given both games and class work in certain studies. The agencies for education are many and all are needed.

**New York City in a total school expenditure** of approximately sixty million dollars, two years ago, distributed nearly 79 per cent to the salaries of the 27,250 teachers employed.

Through **Raymond F. Crist**, Director of Citizenship of the U. S. Bureau of Labor, there has been adopted a program of Americanization, and the aid of schools and social service workers is asked to bring a knowledge of English and the duties of citizenship to all aliens in rural districts—on farms and ranches, in logging and mining camps, and in other places where facilities for their citizenship training have not yet been provided. For every such teaching venture, the Bureau furnishes a copy of a Federal Citizenship textbook for the teacher, and one for each student. State Superintendent Wood asks from citizens throughout California information of any aliens coming under the terms of this provision.

The **Survey Commission** sent by Dr. Claxton to survey the school and educational conditions in Hawaii have submitted their report. It is a considerable volume of 400 pages, published by the Government Printing Office. After an analysis of educational problems in the Islands, and a general characterization of the present system, there follows a description of the Foreign Language Schools, the teachers and course of study of the elementary schools, the private schools, the public high schools and the University of Hawaii. The fact that of the population of 263,666, there are nearly 160,000 Asiatics, and that of the 43,271 pupils enrolled in the public and private schools, 23,560 are Asiatics, complicates the problem. When children of the Islands enter school at 6 or 7 years of age, not more than 3 per cent can speak English. The most serious difficulty arises from the existence of the Foreign Language schools—20,000 children who also patronize the public schools. The alien speech is emphasized two to three hours a day, and English is learned with difficulty.

By a recent survey it appears that because of falling wages in the industrial and commercial fields many thousands of boys and girls have left their recent and attractive wage-earning positions and returned to their schools. Because of this, and because of an increase of im-

## Poor Workmanship Often Is Traced to Poor Tools



The above crayon assortment No. 663 puts color in the pupil's work and makes him proud of it.

*Over 20 Attractive Styles*

### EBERHARD FABER

*"The Oldest Pencil Factory in America"*

NEW YORK



*Announcing*  
**A Study of the Types of Literature**  
*By MABLE I. RICH*

*8vo. 525 pages*

This is the first volume to appear of a series under the editorship of Mr. James F. Hoscic, and is for the upper years. Lower grade books are in preparation. The chronological arrangement has been followed in the "Rich." Each type is traced from its earliest appearance to the present day, and those that have come to be regarded as the best examples of each form have been noted and wherever possible given in full and studied. There are admirable introductions and notes, suggestions both for teachers and pupils, outside readings, in fact, everything essential to the high-school course. The author has at last provided a way of escape from the formal history of English literature on the one hand and the overminute, pedantic study of three or four estimable masterpieces on the other.

*Write for a descriptive pamphlet*

**THE CENTURY COMPANY**

353 Fourth Avenue  
New York City

2126 Prairie Avenue  
Chicago

**Supervisors' and Teachers' School  
of Rhythrical Penmanship**

**SUMMER COURSES:** { May 30—June 25  
June 27—August 9

A scientific course in Rhythrical Penmanship and Spelling through Mental and Physical Development. Outlined for students of all ages. Adapted to all systems of muscular penmanship. The Swing-Slant Letter Songs are the inspiration of leading High School and grade teachers in every section of the United States. Used in California in more than a hundred leading school systems (from first grade through High School).

**SPENCER RHYTHMICAL PENMANSHIP BOOKS**

Spencer Rhythrical Penmanship Pedagogy (Letter Songs)	Penmanship and Spelling Correlated (Teachers' Manual)
Students' Edition (Elementary)	Script Word Building Cards
Students' Edition (High School)	Script Wall Charts
Trains Grade and Special Penmanship Teachers	Trains Institute Lecturers and Supervisors
Outlined Correspondence Course	

Many teachers by a special course have secured High School certification to teach Penmanship and Spelling in High School. There is great demand for our graduates. Spencer, Zaner and Palmer Certificates secured.

**Headquarters: 204-205 Music Art Studio Bldg.,  
232 So. Hill St., Los Angeles, California**

migrants and the new respect for education in the homes of skilled workers, the accommodations of schools, especially in the cities, are crowded. The increase is estimated at from 6 to 10 per cent.

The objections to the affiliation of teachers' organizations with labor organizations have been summarized as follows: that teachers are not laborers in the sense of wage-earners; that the organizations of the two are concerned with unlike purposes and methods; that labor stands for equal pay for the same work, making no wage discriminations as to the quality of the work; they differ in the opposition of teachers to the strike; the union tends to intensify the class spirit; the affiliation results from a confusion of private and public service; and finally, that the subjection tends to lower the professional standards of teachers.

In that wonderfully stimulating Quarterly Magazine, the Unpartisan Review, the current issue has a title "The Democratic Road to Geometry," that is rich in educational philosophy and criticism. It discusses the manifold forms of the movement to democratize education—sozialized education; equal educational values of all subjects; appreciation as an objective rather than constructive skill; making learning attractive; democracy vs. individual excellence; the right attitude of the many rather than the training of leaders; keeping schooling in touch with life, etc.; one wonders whether the writer is serious, or only playing with great ideas, where play is more effective than preaching.

Independent School District No. 18, St. Louis County, Minnesota, may properly boast of a far-seeing and intelligent board of education. It is a consolidated district and, as such, is empowered to provide living quarters for teachers. The board leases a former hotel in the village which has been remodeled with accommodations for 60 roomers. There are provided two large parlors, sewing room, trunk storage, electric laundry equipment, and baths, victrola, afternoon tea sets, furniture and linen,—all free to the roomers. The room rent is nominal. The first floor of the building is given over to six stores and a restaurant. This restaurant is run by the teachers on a cooperative basis. This experiment will be worth watching by officers and teachers of consolidated schools in California.

Marco Polo, once dubbed by his Italian countrymen "the man of a million lies," is coming into his own. He is known to have made a triumphal journey across the full length of Asia, discovered and studied Thibet, Japan, China; described and urged the adoption of gunpowder and a group of industrial processes of one of the most advanced civilizations of the world in his day; visited and described great deserts and the far north ice-blocked regions of Siberia; served as vice-regal administrator of Chinese affairs under the Great Kublai Khan, and almost equally with Columbus, "hastened in Europe the industrial revolution which, by the use of machinery, multiplied men's fingers and recast a world." He

## Entrance Doors That Serve Their Purpose

No doors in a school building are subjected to the treatment entrance doors must stand.

These doors are used more than any other one, or any other set of doors. Children are always giving them an unconscious kick or bang. Climatic conditions are sure to tell on ordinary wood doors.

Therefore what is needed for the school entrance, are doors that will stand up under these trying conditions and hold down the upkeep costs.

In many cases Dahlstrom Hollow Metal Doors have stood up under all kinds of trials, yet they have always come thru serving the purpose they were intended to serve—fire protection, sanitation, low upkeep and artistic appearance.

### Dahlstrom Metallic Door Company

411 Buffalo Street  
Jamestown, New York

San Francisco Office  
921 Hearst Building

*Representatives in All Principal Cities*

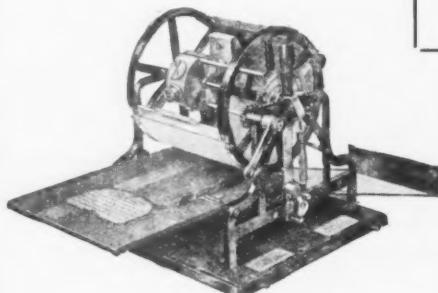


## Are You Using Standard Goods?



### Your List Should Include the Following:

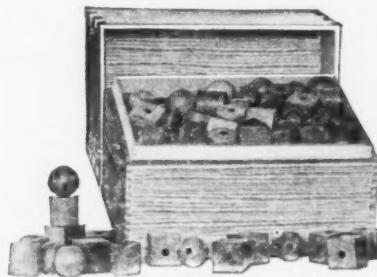
Eureka Foolscap  
 Eureka Legal Paper  
 Eureka Folder Paper  
 Curtiss Loose Leaf Binders  
 An-du-Septic Blackboard Crayons  
 Crayolas Nos. 8 and 16  
 Milton Bradley's Water Colors  
 Curtiss Student Binders  
 Irving Pitt Students' Binders  
 Eagle Pencils and Pens  
 Dixon's Pencils  
 Esterbrook Pens  
 Efficiency Ink Powder  
 Sanford's Library Paste  
 Handy Gum



It is essential that pupils have the best of tools to work with and by giving them standard brands of goods that carry the Manufacturer's guarantee back of them, you are furnishing them with the best.

### "Blue Bond"

Made from a blue tinted paper that is easy on the children's eyes. Made in Composition Books, Note Books, Spelling Blanks, Music Copy Books, Penmanship Books and Theme Paper.



### Kindergarten and Primary Supplies

A complete line of Milton Bradley supplies for shipment at once.

If you wish, we will assist you in making up your lists. A former teacher is in charge to care for your wants.

### The Rotary Neostyle

The duplicating machine that saves time, labor, and puts your reports, notices, examination questions, drawings, etc., into the hands of teachers and pupils quickly and with very little trouble.

Stencils made, both for Hand Writing and the Typewriter. Complete descriptive matter on request.

**1 H. S. CROCKER CO., INC.**

**8 CUNNINGHAM, CURTISS AND WELCH CO. DIVISION**

*Two Stores in Los Angeles*

**723-725 SOUTH HILL STREET**

**250-252 SOUTH SPRING STREET**

SAN FRANCISCO OAKLAND SACRAMENTO

HOME OF  
 "BLUE BOND"  
 SCHOOL  
 SUPPLIES

EVERY  
 THING  
 FOR THE  
 OFFICE

**1  
 8  
 6  
 9**

**1  
 9  
 2  
 1**

was derided, ostracized, persecuted and imprisoned; and only now, more than 600 years later, his achievements have been fittingly celebrated by his countrymen, as a wise traveler and observer, a fearless ruler, with keen insight into the possibilities of international commerce of ideas and trade, and deserving of world honors. It would be quite appropriate for schools to make known to students his achievements along with those of Columbus, Socrates, Galileo, and our English ancestors who made, here, a new continent.

**Modern China is, in some matters, very modern.** The Ministry of Education, concerning the education of girls, forbids the bobbing of their hair, painted faces, immodest dressing, marrying while students without parental consent, and attending coeducational institutions. Absence from school must be accounted for. What more does America attempt?

**One school system, at least,** makes a systematic effort to improve the home dressing program, the making and care of garments, and suitable, simple patterns. Cleveland, Ohio, uses dolls for this purpose, teaching sensible and tasteful dress for children. These dolls may be "borrowed" over night or week ends; and it is said to be "surprising to see the change by the pupils' own dress in classes where the plan has been tried out."

**As a result of mental tests in Nebraska,** it is made to appear that "teachers are likely to underestimate the capacity of pupils who were ranked as average or superior, and to overestimate the supposedly inferior."

**The Commissioner of Education** estimates that in 1840, the average total schooling of American citizens was but 208 days (less than one and a half years of nine months each); in 1870, 582 days (three and one-quarter years), and, at present, 1200 days (less than seven years, yet).

"**The Americanization of the American** is more vital than the Americanization of the alien, important as that is. The standard of our native citizenship must continue to be the basis and measurement of the citizenship we expect our aliens to aspire to."—Frank Cody.

"**To secure better teaching** it is suggested that vocational guidance be applied to the vocation of teaching so that those of good intelligence and good character may be directed into the profession. Teachers must believe in the profession themselves, must stop their dolorous talk about its hardships, its penury, its limitations, and must see with the clear vision of those who love the work and believe in its regenerating destinies, the road that leads to supreme service, highest satisfaction, and most helpful accomplishments."—Mrs. Susan M. Dorsey.

**In answering the question,** "Is it just to tax communities according to their wealth and to distribute the money among the communities in

## Janitor Supplies

### SCHOOL INKS

### BLACKBOARD RENEWER and ERASERS

### SEND US YOUR LISTS FOR QUOTATIONS

## Pacific Chemical Company

1421-23 No. MAIN STREET  
LOS ANGELES

This **No. 453** is a large seller. It writes a fine stroke, free running, is very resilient, has easy action and carries a nice supply of ink—lasting long in any service.

## A Line of Pens to Meet Every Need

In any dealer's you will find the Esterbrook assortment conveniently displayed from which your choice—for any particular need—may readily be made.

Sixty odd years of giving the people the pen they wanted has built an experience for Esterbrook you cannot do wrong to follow. The scientific study of writing needs has developed these twelve Esterbrook pens, the most popular in the world.

Choose from the case, order by number and buy by the box.

**The Esterbrook Pen Mfg. Co.**  
86-100 Delaware Ave.  
Camden, N. J.



**Esterbrook** PENS

# SCHOOLS AND COLLEGES

Special Summer Course for Teachers

**E of D SCHOOL M**  
COSTUME DESIGN

Studios: 577 Geary St., San Francisco, Cal.

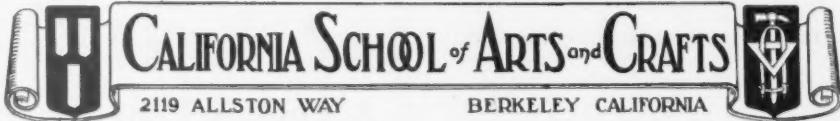
**INSTITUTE OF MUSIC**  
of San Francisco  
Faculty of Twenty Artist Teachers  
All Branches of Musical Art  
For Catalog and Information Address  
ARTHUR CONRAD, Director  
Kohler & Chase Bldg.  
26 O'Farrell St., San Francisco

## Summer Session---June 20 to July 29, 1921 California School of Fine Arts

Corner California and Mason Streets, San Francisco

LEE F. RANDOLPH, Director

Six weeks intensive study in Drawing, Painting, Design, Crafts, Commercial Art, and other branches. Special Design and Craft course in primitive American Art including Aztec, Toltec, etc., with lectures and a comprehensive exhibition of this art in the galleries of the school. Catalog mailed on request.



2119 ALLSTON WAY

BERKELEY CALIFORNIA

## Reasons Why It Will Pay You to Attend the 1921 SUMMER SESSION June 20th to July 30th

A State-accredited school.  
Limited classes with individual instruction.

A faculty of trained specialists in Art and Craft work.



Courses based on the needs of teachers.

A cool coast summer climate for study and recreation.

Certificates granted for satisfactory work.

Write for illustrated catalog

**F. H. MEYER, Director**

proportion to their educational needs?" a writer in the Journal of the N. E. A. says Yes, in three theses: the prosperity of the favored centers is directly dependent upon the prosperity of their tributary areas—their hinterland; good laws depend upon good legislators and good legislators depend upon intelligent electorates. It is therefore a wise policy of self-protection on the part of the centers to stimulate good schools throughout the country as a whole; finally, the population is extremely mobile, many of the children of the hinter-land who are now limited in their school facilities will, in another decade, be residents of the urban centers.

**Manila is described as the capital** of the most advanced race of the Philippine Islands, the Tagalogs, who were already a cultured people when the Spaniards arrived in 1563. This was more than 50 years before the English settlement of Massachusetts. Then the Spaniards brought with them a written language of their own, of great merit, and a considerable literature. It would seem to be both wise and economical to use, in their present development, any familiarity with the arts, such insight and practical requirements, such progress in social co-operation, such resourcefulness and initiative in personal conduct, such chastened judgment in group relations, as they may have attained, as a foundation upon which to construct the newer civilization. And this, it seems, is the purpose and the practice under American occupation.

**Three million six hundred thousand** children in the schools of 429 cities of the United States are but poorly provided, or not at all, with play space. One half of them, 1,800,000 children, have each a playground of less than six by six feet per pupil. Others are possessed of playgrounds where there is less space than is supplied in the class-rooms.

With **100 elementary schools**, San Francisco has kindergartens in one third of them, and is planning to establish them in all. Not too much credit can be accorded the Golden Gate Kindergarten Association for its co-operation with the school department.

**The Federal Board for Vocational Education** reports that 70,550 disabled former soldiers, sailors and marines were under training, March 1.

**In a full page tabular statement** (N. E. A. Journal) concerning education in the several States, covering eleven points, it is shown that California has second rank—Montana only standing higher. Of the first 10, five are in the far West, three are on the Atlantic seaboard, and two in the Middle West.

**The sum of a million dollars** has just been made a gift to aid colleges for women in the Orient—China, Japan and India. The grant is conditioned upon the raising of \$2,000,000 by the co-operation mission boards concerned in their management.

## San Jose Normal School Summer Session

**June 27th to August 5th, 1921**

Ideal climatic conditions for summer study. Competent corps of instructors offering work in the following departments:

Education, the elementary curriculum, Educational Psychology, Educational Measurements, Sociology, Drawing, Industrial Arts, Manual Arts, Home Economics, English and Literature, Music, Physical Education, Physiology and Public Health, Americanization Problems and Methods, Problem Project work.

Write for Summer School Bulletin about May 15th

Address, President,  
**STATE NORMAL SCHOOL,**  
San Jose, Calif.

## Six Weeks of Stimulus and Change SUMMER **O. A. C.** SESSION

**JUNE 20 - JULY 30**  
MANY COURSES

**Home Economics, Commerce, Physical Education, Smith-Hughes work, Vocational Education, Agriculture, Industrial Arts, Industrial Journalism and Applied Arts and Sciences, including Art, Botany, Chemistry, English, History, Literature, Mathematics, Public Speaking and Dramatics, and Zoology.** Also Music and other Collegiate and Entrance subjects.

### VISITING LECTURERS

**Dr. Caroline Hedger**, Medical Director of the Elizabeth McCormick Memorial Fund of Chicago, and Child Welfare worker in Belgium during the World War, will give a course in Child Welfare. **Julia Raines**, of the Cleveland School of Art, will give courses in House Decoration and Costume Design. **Professor Thomas C. Trueblood**, Head of the Department of Oratory at the University of Michigan, **Professor Horace A. Eaton**, Head of the English Department at Syracuse University, **Dr. S. B. L. Penrose**, President of Whitman College, and **Henry Lawrence Southwick**, President of Emerson College of Oratory, Boston, are among those who will give special lectures and recitals.

**Registration fee of \$5.00** admits to all courses. Laboratory charges and living expenses moderate. For Bulletin with full information write to **DIRECTOR OF THE SUMMER SESSION**  
Oregon Agricultural College  
CORVALLIS, OREGON



# SCHOOLS AND COLLEGES

# University of Southern California

## Los Angeles

## **Summer Session, June 20 to July 29**

## Send for Announcement of Courses and Visiting Professors

## **Stockton College of Commerce**

The four steps in business life come in the following order: 1. Business Education; 2. Business Position; 3. Business Experience; 4. Business Success.

The Stockton College of Commerce gives a very definite training for Business as a Profession. The principal courses are: 1. Business Course; 2. Secretarial Course; 3. Course in Shorthand and Typewriting.

The demand for our graduates at good salaries exceeds the supply. Students may enter at any time. Each course is adapted to the needs of the individual student.

## STOCKTON COLLEGE OF COMMERCE

## STOCKTON.

## CALIFORNIA



## Teachers:

A Heald Business Training will make your services more valuable—whether you decide to follow the teaching profession or enter the business field.

**Enroll Your Name on the Health Register**

## **SPECIAL BUSINESS COURSES FOR TEACHERS**

### Day or Night Classes

### Individual Instruction

## HEALD'S BUSINESS COLLEGE

### San Francisco

## Oakland

## Sacramento

### San Jose

Say you saw it in the Sierra Educational News

Dr. J. R. Angell, president-elect of Yale University, is quoted as saying the most compelling needs of American education are better and more adequate training of teachers and a complete revision of taxation methods for raising revenue for the schools. He added that the one common difficulty faced by all educational institutions is that they are flooded with students, and that "this situation is not as bad in the higher institutions as in the elementary schools." It is refreshing to know that the "higher ups" in education are interesting themselves in the more limited schooling of children and early youth.

The Boy Scouts' training has proved it to be a real and needed educational agency. President Harding has just been made honorary president of the organization—a fitting recognition of a great work.

Among the year's State legislatures, important bills are pending with promise, or have been passed. In several States consolidated schools are legalized; tests and measurements have been adopted in two States; minimum salaries and minimum school term, in a half dozen States; equal salaries for equal training, experience and success; in New Hampshire the first legal certification of teachers; Utah plans a term of 48 weeks; Kansas requires private and parochial schools to give the same certification and supervision as required in public schools; Pennsylvania wants to abolish the State Board of Education and the College and University Council, and substitute a State Council of Education charged with the management of all agencies relating to public education.

With 4500 teacher positions, Idaho expects not less than 4000 members of the State Association; Ohio with 35,000 teachers hopes for a membership of 25,000, at least. Virginia employs an executive secretary to the state association which takes over the Virginia Journal of Education, to be issued as the organ of the teachers.

Of the nearly 28,000,000 children from 5 to 18 years of age in the United States, 75 per cent are enrolled in the public schools, 7 per cent in private schools, and 18 per cent enrolled in neither; 5,000,000 children of these ages being untaught.

Provision has been made in Michigan to pay the Superintendent of Public Instruction a salary of \$10,000. And why not? Does it require less ability or less statesmanlike vision to administer the schools of a State than of any single city in it?

With the present staff of nearly 650,000 teachers in the United States, there are required every year to fill the new positions 12,000 more. Of the total number it is affirmed that nearly 350,000 are unprepared for their work by any reasonable standard. If our Teacher Training institutions were used to their full capacity they would accommodate 100,000 students. Of the total staff 30,000 have no education beyond the eighth grade; 200,000 have less than a high school edu-

## Defective Speech Correction

### FOURTH ANNUAL SUMMER SESSION

JULY 5TH TO 30TH, 1921  
SAN FRANCISCO

Practical, intensive training course for teachers desiring to specialize in this profession.

Clinical observation and lectures on the cause and treatment of Stammering, Stuttering, Lispings, Defective Articulation, and Defective Speech resulting from cleft palate and other malformations of the speech mechanism.

### FACULTY

Mrs. Mabel F. Gifford, supervisor of the speech department in the San Francisco public schools, Assistant in Pediatrics and Neurology in the University of California Medical Department.

Mr. G. S. Farrington, Specialist in the treatment of Abnormal Speech Disorders. Lecturer on Speech Disorders Leland Stanford University Medical Department. Chief of Abnormal Speech Clinic Lane Hospital.

## The Training of the Speaking Voice and Oral Expression

In conjunction with the Defective Speech course there will be given a course in the training of the Speaking Voice and Dramatic Interpretation under the direction of Alice Farrington, Instructor in Public Speaking, University of California Extension Division. State Representative National Speech Committee, N. E. A.

For further information, address Faculty, 2300 Van Ness Avenue, Suite 202, San Francisco, Calif.

## Personality Wins Promotion

"What about personality?" is always asked regarding every applicant for every position, because pickers for best positions rate personality high.

In order to show that personality can be improved Mr. Berg wrote

### Personality Culture by College Faculties

a study of 72 university instructors at work with 100 classes. The personality portraits give concrete information; the classification shows desirable and undesirable qualities and next steps in developing personality.

Every teacher will enjoy reading this book as well as find it helpful in teaching.

The price is \$1.50. Order your copy soon.

INSTITUTE FOR PUBLIC SERVICE  
423 West 120th Street  
New York City

# NON-CORROSIVE INK POWDERS

26TH YEAR OF ECONOMICAL SERVICE

All colors. All grades. All guaranteed.  
Specifications solicited. Samples free.

## SULLIVAN INK COMPANY

811 S. Burlington Ave., Los Angeles, Cal.  
New York, 151 Spring St., Jos. F. Day, Manager  
San Francisco, Room 452, Flood Building

TEACHERS—REGISTER NOW FOR FALL OPENINGS  
FREE REGISTRATION. NO COMMISSION UNLESS WE PLACE YOU

## WESTERN TEACHERS' EXCHANGE

BERKELEY BANK BLDG. BERKELEY, CALIF.

Denver, Colorado

Minneapolis, Minnesota

Chicago, Illinois

## DIPLOMAS

WITH LEATHER COVERS—IN ALL SIZES

## PACIFIC ENGRAVING CO.

316 West Pico Street

Los Angeles

## THE OAKLAND BANK OF SAVINGS

Established 1867

Resources Over \$42,000,000.00

COMMERCIAL—SAVINGS—TRUST      SAFE DEPOSIT VAULTS

Corner Twelfth and Broadway, Oakland

1225 Seventh St., and 1262 23d Ave., Oakland; Cor. Shattuck Ave. and Center St., Berkeley

## "Casmire Process"

PATENTED

For the Sanitary Renovation of School Desks

Thoroughly cleans and renovates—removing all the dirt, gum and grime from the surface, penetrating into every crack and corner, destroying and removing all the dangerous germs, without injuring the wood, the glued joints or the original enamel on the iron frames. The cheapest "Health Insurance" you can buy for your pupils.

Over 1,000,000 Desks Cleaned and Refinished by our "CASMIRE PROCESS" in the past three years by 1189 cities and towns in the United States, at a cost for materials and labor of from 60c to 75c per Desk.

Write today for Free Book—  
"FACTS AND FIGURES"

## National Wood Renovating Company

312 Twelfth Street, Oakland, Calif.  
Home Office and Factory: Kansas City, Mo.

Makes Old  
School  
Desks Look  
Like NEW!

*'The Plunge  
That Purifies'*



cation; and 300,000 or 46 per cent have had no professional training. These facts must appear as fringing our greatest school problem.

**E. W. Barnhart, but recently head of the commercial department of the Berkeley High School and later district commercial training officer of the Board of Vocational Training in San Francisco, has been attached to the central office as chief of commercial education under the Federal Board, at Washington, D. C.**

**The population of the United States, 1870-1920,** increased 250 per cent; the expenditure for elementary schools increased 1500 per cent, or from \$2 per capita to \$9.50; for normal schools expenditures there was a gain of 1300 per cent; and for higher education—colleges and Universities—3500 per cent. Though the United States has but one seventeenth of the world's people, it pays as much for education as all the rest of the nations combined.

**Some Interesting Information** comes from a Federal school survey, bearing primarily upon health problems and health instruction of children, but having also wider educational meanings:

That 58 per cent of the teachers give some sort of health instruction.

That 32 per cent use a health test.

That 1,000,000 children (five per cent of the 20,000,000 in the schools) have defective hearing.

That 5,000,000 or 25 per cent have defective vision.

Three to five million (15 to 25 per cent) suffer from malnutrition.

About the same number are afflicted with adenoids, diseased tonsils, etc.

From 60 to 75 per cent (10,000,000 to 16,000,000) of our school children have defective teeth.

Not one of these conditions but is more or less disturbing for the best work; some are almost prohibitive.

**Newark, New Jersey,** is making an experiment with an all-the-year high school. It is described as an educational innovation. The results will be watched with critical, but it ought to be, sympathetic interest, by not only superintendents and principals, but by high school teachers as well.

## An Ideal Vacation

England  
France  
Belgium

Holland  
Italy  
Greece

Tours sailing weekly through June, returning early in September. Prices \$650 and up.

**Our Leadership Equaled by None**

Also early spring tours to the Riviera, Spain and Italy

**THE BUREAU OF UNIVERSITY TRAVEL**  
17 Boyd Street

Newton, Mass.

Say you saw it in the Sierra Educational News

## Summer School

DENVER, COLORADO

June 20 to July 15, 1921

**Instruction will be given in  
Supervision  
Methods of Teaching  
Penmanship Psychology  
Pedagogy and Practice**

in

## THE ZANER METHOD OF ARM MOVEMENT WRITING

For Particulars address

**The Zanerian College of  
Penmanship  
Columbus, Ohio**

**May We Help You to Make Your  
School Rooms Beautiful?**

**DECORATE WITH**

## “WALLCOTE”

*For Beautiful and Washable Walls*



“Wallcote” is the new “Mat Finish” Paint for plaster, wood or metal ceilings and walls. Cheaper than “Kalsomine,” more beautiful, more economical. Send for free “Color Card” and circular on “Color Schemes.”

**The PRANG COMPANY**

1922 Calumet Ave., Chicago

*Makers of “Enamelac,” “Permodelle” and “Stixit”*

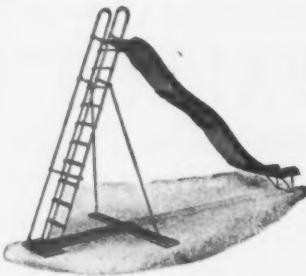
## Guaranteed Playground Equipment



Our new catalog of Guaranteed Everwear Playground Equipment is just off the press.

Write us for a copy with complete delivered prices.

The extensive line of playground equipment illustrated contains many items which are indispensable and at prices which will prove attractive.



Manufactured by  
**Everwear Manufacturing Co.**  
Springfield, Ohio

**C. F. WEBER & CO., Agents**  
985 Market Street  
SAN FRANCISCO  
222-224 So. Los Angeles St.  
LOS ANGELES  
524 West Washington St.  
PHOENIX

## *Buy your school and janitors' supplies from Headquarters*

WRITE TODAY for quotations on anything you need for your School. We are Headquarters for School Supplies, as well as everything your Janitor needs to keep the school clean from top to bottom; including our famous "CASMIRE PROCESS" for the sanitary renovation and refinishing of School Desks—making them as good as new; our Haynes Electric-Vacuum Blackboard Eraser Cleaner; our P. V. Cleaner for cleaning wood work and walls; our National Furniture Polish, etc., etc. Large stocks and prompt deliveries guaranteed, at money-saving prices. Orders received for July delivery with September dating.

**"Our  
Goods must  
make good  
or we will"**

Our California House at Oakland, 312-12th Street, solicits your business. Prompt Service and Satisfactory Goods. Write today for prices, etc.

## **National Wood Renovating Company**

312-12th Street, Oakland, Calif.  
Home Office and Factory: Kansas City, Mo.



quiet, homelike, congenial, morally and physically clean, free from the spectacular; an hotel you can safely patronize and recommend; particularly attractive to women traveling alone.



## STANLEY HAMMERS CHISELS PLANES RULES LEVELS

are used by Good Workmen because they are reliable —



Have you a copy of our No. 34 Catalog

THE STANLEY RULE & LEVEL PLANT.  
THE STANLEY WORKS  
NEW BRITAIN, CONN. U.S.A.

## ADVERTISEMENT

### Bids Wanted for Textbooks in Geography

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Lower elementary and advanced geographies for the elementary schools, as follows:

- (a) Geography for lower elementary grades.
- (b) As an alternative for (a) above, separate bids will be received as follows:
  - (1) Geographical reader on people of other lands, intended for the primary grades.
  - (2) Geographical reader on the United States, intended for the fourth or fifth grades.
  - (3) Geographical reader on South America, intended for the fifth or sixth grades.
  - (4) Geographical reader on Europe, intended for the fifth or sixth grades.
  - (5) Geographical reader on Asia, intended for the fifth or sixth grades.
- (c) Geography for advanced grades, including a supplementary chapter dealing with the geography of the State of California.
- (d) Geography for advanced grades not including such supplement.
- (e) A supplement to the advanced geography, intended for the seventh and eighth grades and dealing with the geography of California.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 707 Forum Building, Sacramento, on or before June 15, 1921. Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in Geography," may be submitted on or before the hour of 4 o'clock p. m. of June 15, 1921.

Alternative bids for supplying completed books, as specified above, f. o. b. Sacramento in carload lots will also be received.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

STATE BOARD OF EDUCATION.

Sacramento, California.

WILL C. WOOD, Secretary.

## Specify Bank Stock

for all orders of  
school stationery

High quality, excellent writing surface and uniformly better work obtained, make Bank Stock a most moderately priced line of school stationery.

*A new catalog is on the press; write for your copy.*



### The Mysell-Rollins Bank Note Co.

32 Clay St.

San Francisco

*Makers*

### EMERALD BAY CAMP

Beautifully situated. Modernly equipped Tents and Cottages. Boating, Fishing, Bathing, Tramping. Good auto road from State Highway. Opens May 28th. Address NELSON L. SALTER, Prop., Emerald Bay P. O., Lake Tahoe, Cal., or Peck-Judah Co., 672 Market St., San Francisco.

### KEEP YOUR SCHOOL SANITARY

ROYAL LIQUID SOAP  
and  
STANDARDIZED DISINFECTANTS  
Write For Free Samples

**HOCKWALD CHEMICAL COMPANY**  
531 Howard Street, San Francisco, Calif.

"The public school system is the most characteristic institution of our democratic republic and of the States of which it is composed," says Dr. Claxton. "It is our greatest cooperative enterprise—the greatest in all the world—through which, in theory at least, all the people pay in proportion to their ability regardless of their wealth, in order that all the children of all the people, regardless of their poverty, may have full and equal opportunity for that education which makes for individual development and culture, for economic and industrial life, and for good citizenship. Regardless of all else that we do, we owe them that obligation, and the public-school system meets it."

In New York State, 50 communities maintain 500 classes to teach English to nearly 7000 foreign-born women, mainly mothers. In Greater New York there are reported more than 60 classes with an enrollment of over 1200 mothers. All this, however, seems painfully meagre when one remembers that this great Atlantic port receives so large a share of the incoming aliens. Considering the vastness of the problem, America is doing next to nothing for the alien, isolated, un-Englished mother, whose home is her children's most effective teacher of ideals and conduct.

"Half-baked psychologists who claim to be able to chart minutely the aptitudes of people so that they can be properly labeled and pigeonholed for vocational reference, have greatly hindered the movement regarding the use of mental tests in vocational guidance."—W. M. Proctor.

Mr. Puffer, in a recent *State Journal*, writes of the merit system in the employment and placing of teachers. A questionnaire was sent to about 50 of the larger cities of the country to ascertain in how many of them merit systems of promoting teachers are in force, and their opinions as to the difficulties of operating such a system. The writer says that the general feeling is that the merit system is theoretically right, but in practice are found difficulties. Suggests a score card for rating teachers.

## The Development of the Saw

### A Story of the Evolution of This Most Useful Tool

"A comparison of the saws of ancient times and the saws of today is startling to the man who has not paid close attention to the saw in its present state of perfection. . . . From primitive stone implements . . . to the great variety of saws employed today . . . is a tremendous advance . . . It shows clearly the extraordinary progress made by man in the comparatively short time he has inhabited the earth, as compared with its reputed 100,000,000 years of existence . . .

"The saw is one of the most ancient tools known to man. . . . It antedates civilization . . . Its use dates back to the Neolithic or later stone age, before the discovery of metals. . . .

"The bronze age, with its progress of

mankind toward civilization, brought a corresponding development in the saw . . .

"It is generally conceded that nature provided the examples which inspired the invention of saws. . . . Some investigators claim the saw-fish as the first type; others, the wasp with the saw-like action of its serrated sting. . .

"The earliest prehistoric saws were simply small flakes of flint, notched by chipping. . . .

"Although one of the simplest and oldest of tools, it was not until the last 2 or 3 centuries that the saw attained its universal importance. . . . Iron was necessary in its construction. . . .

"The invention of steel was a powerful stimulant in the development of the saw."

---

A second edition of the SAW IN HISTORY, from which the above are quotations, will be off the press about May third. We would be very glad to send you copies of this book, either for personal use or classroom work. We feel sure that it will be of some value and assistance. Its companion book, THE FILE IN HISTORY, is also ready for distribution.

# Henry Disston & Sons, Inc.

Philadelphia, U. S. A.



## Importance of Early Buying This Year

School supply industries are just about the only ones in the United States that are not overstocked at the present time.

Indeed, many orders placed for delivery in the fall of 1920 are still unfulfilled.

The fact is that the great prosperity of the whole country during the past two years has led to a demand for modern school equipment and supplies exceeding the producing capacity of all existing factories.

And this demand has been but little affected by the temporary depression due to price-readjustment.

Jobbers must be enabled to forecast their needs and to place definite orders with manufacturers, because makers of school supplies who have caught up with their orders will largely limit their purchases of raw materials to actual orders, and will not make up stock for uncertain prospective demand.

School Boards should therefore take immediate steps to ascertain the needs of all their schools, and make up their budgets as quickly as possible.

And in the case of new schools, to be completed between now and September, it is really urgent that specifications be completed within the next few weeks, and orders placed, without delay.

This warning is issued by this association in good faith, with all earnestness, in order that we and our members may be permitted to render the Service which it is in our hearts to give—to the School Children of America.

Our Service Department offers its assistance to School Boards and their purchasing agents, giving you, without charge, the benefit of a vast fund of data as to dependable sources of supply for all your needs.

### National School Supply Association

Service Bureau in Charge of T. W. Vinson, Secretary

64 East Van Buren Street  
CHICAGO